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ABSTRACT

The National Household Education Survey for 1996 (NHES:96), a telephone survey of households taking place from January through April 1996, is designed to cover several components: (1) Household and Library (HH&L) (55,838 completed interviews); (2) Parent and Family Involvement in Education and Civic Involvement (PFI/CI) (20,792 completed interviews); (3) Youth Civic Involvement (YCI) (8,044 completed interviews); and (4) Adult Civic Involvement (ACI) (2,250 completed interviews). In the PFI/CI component, one parent was asked about the education and care of one child in grades 3 through 5 (regardless of how many children in the family) and one in grades 6 through 12, so that two children per family could be sampled if they were older and younger. For the YCI component, one child was sampled in each household with students in grades 6 through 12. The ACI component included adults aged 18 and older who were not in elementary or secondary school or the Armed Forces. The PFI/CI component focuses on children's schools and family involvement, while the Youth and Adult Civic Involvement components address civic attitudes, participation, and knowledge. This paper contains the interviewer questionnaire texts for the Screener/HH&L, the PFI/CI, YCI, and ACI interviews. (SLD)

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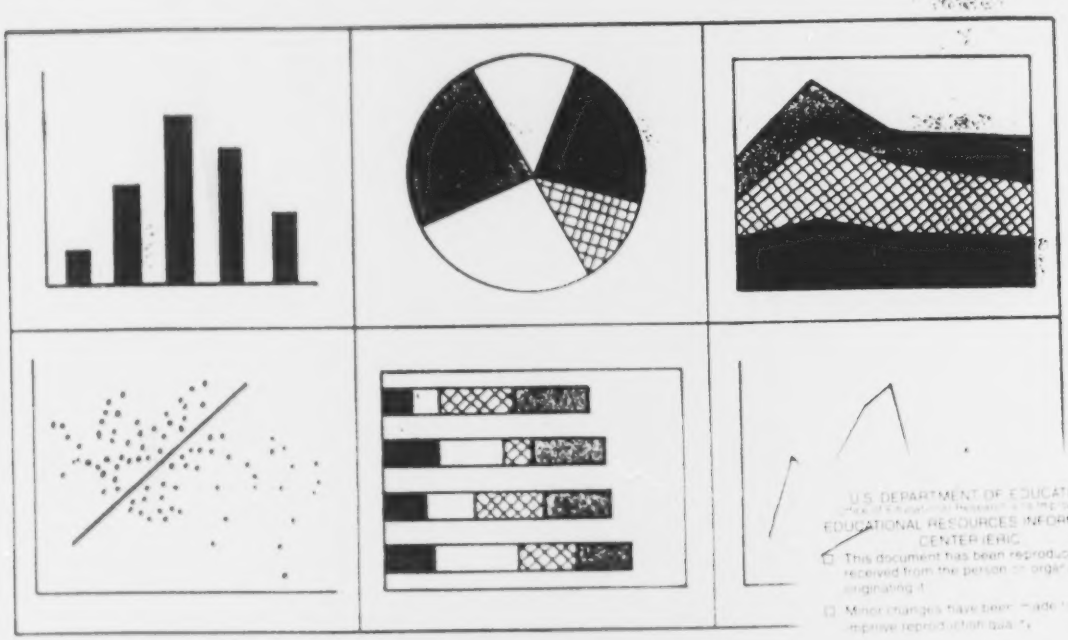
# NATIONAL CENTER FOR EDUCATION STATISTICS

## *Working Paper Series*

*1996 National Household Education Survey (NHES:96) Questionnaires:*

*Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement*

Working Paper No. 97-25 August 1997



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# *1996 National Household Education Survey (NHES:96) Questionnaires:*

## *Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement*

Working Paper No. 97-25 August 1997

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**August 1997**

## Foreword

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# 1996 National Household Education Survey (NHES:96)
# Questionnaires:

## Screener/Household and Library,
## Parent and Family Involvement in Education and Civic Involvement,
## Youth Civic Involvement, and Adult Civic Involvement

August 1997

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## Overview of the 1996 National Household Education Survey (NHES:96)

The NHES:96 is designed to cover several components: **Household and Library (HH&L), Parent and Family Involvement in Education and Civic Involvement (PFI/CI), Youth Civic Involvement (YCI)** and **Adult Civic Involvement (ACI)**. Each of the substantive components is related to one of the President's and Governors' National Education Goals. The PFI component addresses issues of importance to Goal 8, "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." The Civic Involvement components are associated with Goal 5, which states that "Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

The NHES:96 is a cross-sectional telephone survey of households with data collection occurring in January through April of 1996. Households were sampled using list-assisted random digit dialing methods. About 55,800 households were screened to identify eligible respondents.

### Target Populations and Sample Sizes

The **PFI/CI component** includes all children from age 3 through 12$^{th}$ grade, up to the age of 20. The parent or guardian who knows the most about the child's care and education was interviewed. In households with one or more children from age 3 through 5$^{th}$ grade (younger children), one child in the household was sampled for the survey. In households with one or more children in 6$^{th}$ through 12$^{th}$ grade (older children), one child was sampled. Therefore, up to two children in each household were eligible for selection only when both younger and older children were in the household.

For the **YCI component**, one youth was sampled in households with one or more youth in 6$^{th}$ through 12$^{th}$ grades. The interviews were conducted only for those youth with completed Parent PFI/CI interviews. All youth in grades 6 through 12 were sampled for the Youth CI interview. Because households may have had up to two Parent PFI/CI interviews and up to one Youth CI interview, the maximum number of interviews per household was three.

The **ACI component** includes adults age 18 and older not in elementary or secondary school and not on active duty in the Armed Forces. Of the total numbers sampled, 5 percent were set aside for the Adult CI interview. The sampled adult responded for him/herself.

The numbers of completed interviews for each component of the NHES:96 are shown in table 1.

Table 1. Number of completed interviews for the NHES:96

| Type of interview | Number of completed interviews |
|---|---|
| Screener/Household & Library Interview | 55,838 |
| Parent/Family Involvement in Education and Civic Involvement Parent Interview | 20,792 |
| Youth Civic Involvement Interview | 8,044 |
| Adult Civic Involvement Interview | 2,250 |

## Content of the NHES:96 Parent and Family Involvement in Education and Civic Involvement Parent (PFI/CI) Component

The PFI/CI component focuses on children's schools or center-based early childhood programs. In addition, it addresses family involvement, including the involvement of nonresidential parents, in five areas: children's schooling, communication with teachers or other school personnel, children's homework and behavior, civic knowledge and involvement and activities with children outside of school. The PFI/CI interview contains four major "paths" or sets of questions that are appropriate to the four populations of interest: preschoolers (those children age 3 and older who are not yet enrolled in kindergarten), children enrolled in kindergarten through 5th grade, children enrolled in grades 6 through 12, and children who are schooled at home.

**Exhibit 1. NHES:96 Parent and Family Involvement in Education and Civic Involvement Parent interview content by major path**

| Sections | Preschool path | | Grades K-5 path | | Grades 6-12 path | Home School path |
|---|---|---|---|---|---|---|
| | Not Enrolled | Center-Based* | Kinder-garten | Grades 1-5 | | |
| Demographics | X | X | X | X | X | X |
| Current School Status | X | X | X | X | X | X |
| Head Start/Center-based | X | X | | | | |
| Preschool/School Characteristics | | X | X | X | X | |
| Student Experiences | | X | X | X | X | |
| Family/School Involvement and School Practices | | X | X | X | X | |
| Family Involvement in Homework | | | | X | X | |
| Support for Families of Preschoolers | X | X | | | | |
| Family Involvement Outside School | X | X | X | X | X | X |
| Health and Disability | X | X | X | X | X | X |
| Activities that Promote Civic Involvement | | | | | X | X |
| Parent/Guardian Characteristics | X | X | X | X | X | X |
| Involvement of the Nonresidential Parent | X | X | X | X | X | X |
| Household Characteristics | X | X | X | X | X | X |

*Center-based programs include day care centers, nursery schools, preschools, and prekindergartens.

## Content of the NHES:96 Youth Civic Involvement (YCI) and Adult Civic Involvement (ACI) Components

The NHES:96 Youth and Adult CI components address civic participation, attitudes and knowledge. In the Youth CI component, similar information is gathered from the sampled youth as in the Parent CI interview. It focuses on school practices and family involvement, school environment, family rules, activities that may promote personal responsibility and civic involvement, and community service. In addition, measures of attitudes and knowledge related to civic life are included. The Adult CI component is designed to provide national estimates for all adults, not just parents of students in 6th through 12th grade. Civic involvement items identical to those in the Parent CI and the Youth CI interviews are included in the Adult CI component.

**Exhibit 2. NHES:95 Adult Education interview content by population**

| Sections | Youth CI | | Adult CI |
|---|---|---|---|
| | Middle/Junior High School | Senior High School | |
| Family Involvement in Education | X | X | |
| Activities that Promote Personal Responsibility | X | X | X |
| Service Activities | X | X | X |
| Actvities that Promote Civic Involvement | X | X | X |
| Political Attitudes and Knowledge | | X | X |

## *NHES:96 Screener/Household & Library Interview*

S1. Hello, this is (INTERVIEWER) and I'm calling about a research study sponsored by the United States Department of Education. Are you a member of this household and at least 18 years old?

*

| | | |
|---|---|---|
| YES | 1 | (GO TO S4) |
| NO | 2 | (GO TO S2) |
| PROBABLE BUSINESS | 3 | (GO TO S4) |
| GO TO RESULT | GT | |

S2. May I please speak with a household member who is at least 18 years old?

*

| | | |
|---|---|---|
| AVAILABLE | 1 | (GO TO S1) |
| NOT AVAILABLE | 2 | (GO TO RESULT, CALLBACK APPT.) |
| THERE ARE NONE | 3 | (GO TO S3A) |
| GO TO RESULT | GT | |

S3A. May I please speak with the male or female head of this household?

*

| | | |
|---|---|---|
| PERSON ON PHONE | 1 | (GO TO S4) |
| OTHER PERSON, AVAILABLE | 2 | (GO TO S3B) |
| OTHER PERSON, NOT AVAILABLE | 3 | (GO TO RESULT, CALLBACK APPT.) |
| GO TO RESULT | GT | |

S3B. Hello, this is (INTERVIEWER) and I'm calling about a research study sponsored by the United States Department of Education. Are you a head of this household?

*

| | | |
|---|---|---|
| YES | 1 | (GO TO S4) |
| NO | 2 | (GO TO S3A) |
| GO TO RESULT | GT | |

S4. Is this phone used for...

*

| | | |
|---|---|---|
| Home use, | 1 | (CONTINUE) |
| Home and business use, or | 2 | (CONTINUE) |
| Business use only? | 3 | (GO TO THANK1) |
| GO TO RESULT | GT | |

*For Parent/Youth Interview, read SCRN_20.*
*For Adult CI Interview, read PRE_LIB.*

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

Variables designated by /R appear on the restricted file only.

Questions designated by * do not appear on either the public or restricted data files. They were used for administrative, verification, or coding purposes only.



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SCRN_20. The U.S. Department of Education is conducting a voluntary and confidential study about the educational experiences of children and how they learn about their communities and government. We are also interested in how all households use public libraries. Are any of the people who normally live in your household age 20 or younger?

*SUNDR21*

YES . . . . . 1 (READ STMT1)
NO . . . . . 2 (READ STMT2)
GO TO RESULT . . . . . GT

STMT 1. These next questions are about the people in your household and usually take 5 to 7 minutes.
(GO TO S6.)

STMT 2. Then I just have a few questions about libraries and about the people in your household. They usually take 5 to 7 minutes. (GO TO LINTRO.)

PRE_LIB. The U.S. Department of Education is conducting a voluntary and confidential study about how people use public libraries and how they learn about their communities and government. These questions usually take 10 to 15 minutes. First, I'd like to ask about libraries.
(GO TO LINTRO.)

PRE_S6. Now I'd like to ask about the people in your household and their education and background.

S6. Starting with yourself, please tell me just the first names and ages of all the people who normally live in your household. What is your first name, please?

[HOUSEHOLD MEMBERS INCLUDE PEOPLE WHO THINK OF THIS HOUSEHOLD AS THEIR PRIMARY PLACE OF RESIDENCE. IT INCLUDES PERSONS WHO USUALLY STAY IN THE HOUSEHOLD BUT ARE TEMPORARILY AWAY ON BUSINESS, VACATION, IN A HOSPITAL, OR LIVING AT SCHOOL IN A DORM, FRATERNITY, OR SORORITY.]

| What is [your first name/the first name of the next person]? | How old [are you/ is (he/she)]? | Is this person male or female? | SCREENER RESPONDENT |
|---|---|---|---|
| * | *HHAGE1-HHAGE16 AGE MOMAGE DADAGE* | *HHSEX1-HHSEX16 SEX* | * |

S6VERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS LISTED ON THE MATRIX.] Have we missed anyone else who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MATRIX CORRECT . . . . . 1
RETURN TO MATRIX . . . . . 2
GO TO RESULT . . . . . GT

*If AGE > = 3 (person age 3 or older), ask SX7. Else, go to box after SX7.*

SX7. [Are you/Is (PERSON)] attending (or enrolled in) (school/nursery school, kindergarten, or school)?

*SENROL1-SENROL16*

YES . . . . . 1
NO . . . . . 2

*If AGE > = 18 (person age 18 or older), autocode SX8 = 2 (not home schooled) and go to box after SX8. Else, if AGE = 5-17, ask SX8. Else, if SX7 = 1 (person is enrolled in school), go to SX9. Else, go to first box after SX12.*

SX8. (READ FIRST TIME: Some parents decide to educate their children at home rather than sending them to school.) Is (CHILD) being schooled at home?

*SHOMSC1-SHOMSC16*

YES . . . . . 1 (GO TO SX8A)
NO . . . . . 2 (GO TO BOX AFTER SX8A)

SX8A. So your child is being schooled at home instead of at school?

*

YES . . . . . 1 (GO TO SX10)
NO . . . . . 2 (RECODE SX8 = 2 AND GO TO BOX)

*If SX7 = 1 (person is enrolled in school), go to SX9. Else, go to first box after SX12.*

SX9. What grade or year of school [are you/is (PERSON)] attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

*SGRADE1-*
*SGRADE16*

| | | |
|---|---|---|
| NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART | N | (GO TO SX11) |
| TRANSITIONAL KINDERGARTEN (BEFORE K) | T | (GO TO SX11) |
| KINDERGARTEN | K | (GO TO SX11) |
| PREFIRST GRADE (AFTER K) | P | (GO TO SX11) |
| FIRST GRADE | 1 | (GO TO SX11) |
| SECOND GRADE | 2 | (GO TO SX11) |
| THIRD GRADE | 3 | (GO TO SX11) |
| FOURTH GRADE | 4 | (GO TO SX11) |
| FIFTH GRADE | 5 | (GO TO SX11) |
| SIXTH GRADE | 6 | (GO TO SX11) |
| SEVENTH GRADE | 7 | (GO TO SX11) |
| EIGHTH GRADE | 8 | (GO TO SX11) |
| NINTH GRADE/FRESHMAN IN HIGH SCHOOL | 9 | (GO TO SX11) |
| TENTH GRADE/SOPHOMORE IN HIGH SCHOOL | 10 | (GO TO SX11) |
| ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL | 11 | (GO TO SX11) |
| TWELFTH GRADE/SENIOR IN HIGH SCHOOL | 12 | (GO TO SX11) |
| UNGRADED ELEMENTARY/SECONDARY | U | (GO TO SX10) |
| SPECIAL EDUCATION | S | (GO TO SX10) |
| VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL | 15 | (GO TO SX9A) |
| COLLEGE (UNDERGRADUATE) | 16 | (GO TO SX9B) |
| GRADUATE, PROFESSIONAL SCHOOL | 17 | (GO TO SX9C) |

[IF T: In this interview, we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

SX9A. In terms of credits earned and requirements fulfilled, what year of vocational/technical school [are you/is (PERSON)] in now?

*VOCYR1-*
*VOCYR16*

| | | |
|---|---|---|
| FIRST | 1 | (GO TO SX11) |
| SECOND OR HIGHER | 2 | (GO TO SX11) |

SX9B. What is [your/(PERSON's)] class standing? That is, [are you/is (PERSON)] a freshman, sophomore, junior, or senior?

*COLLYR1-*
*COLLYR16*

| | | |
|---|---|---|
| FRESHMAN | 1 | (GO TO SX11) |
| SOPHOMORE | 2 | (GO TO SX11) |
| JUNIOR | 3 | (GO TO SX11) |
| SENIOR | 4 | (GO TO SX11) |

SX9C. In terms of credits earned and requirements fulfilled, what year of graduate or professional school [are you/is (PERSON)] in now?

*GRADYR1-*
*GRADYR16*

| | | |
|---|---|---|
| FIRST | 1 | (GO TO SX11) |
| SECOND | 2 | (GO TO SX11) |
| THIRD | 3 | (GO TO SX11) |
| FOURTH OR HIGHER | 4 | (GO TO SX11) |

SX10. What grade would [you/(PERSON)] be in if [you/(he/she)] were (attending a school/attending a school with regular grades)?

*SGRDEQ1-SGRDEQ16* [PROBE FOR T OR P: Is that before or after kindergarten?]

| | |
|---|---|
| NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART | N |
| TRANSITIONAL KINDERGARTEN (BEFORE K) | T |
| KINDERGARTEN | K |
| PREFIRST GRADE (AFTER K) | P |
| FIRST GRADE | 1 |
| SECOND GRADE | 2 |
| THIRD GRADE | 3 |
| FOURTH GRADE | 4 |
| FIFTH GRADE | 5 |
| SIXTH GRADE | 6 |
| SEVENTH GRADE | 7 |
| EIGHTH GRADE | 8 |
| NINTH GRADE/FRESHMAN IN HIGH SCHOOL | 9 |
| TENTH GRADE/SOPHOMORE IN HIGH SCHOOL | 10 |
| ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL | 11 |
| TWELFTH GRADE/SENIOR IN HIGH SCHOOL | 12 |
| UNGRADED/NO EQUIVALENT | U |
| VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL | 15 |
| COLLEGE (UNDERGRADUATE) | 16 |
| GRADUATE, PROFESSIONAL SCHOOL | 17 |

[IF T: In this interview, we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

*If SX8 = 1 (in home school), go to first box after SX12. Else, ask SX11.*

SX11. [Do you/Does (PERSON)] go to a public or a private school?

*PUBSCH1-PUBSCH16*

| | |
|---|---|
| PUBLIC | 1 |
| PRIVATE | 2 |

*If SX9 or SX10 = N, T, or K or SX7 = 1 and AGE ≥ 16 (person enrolled in nursery school or kindergarten or age 16 or older and currently enrolled in school), then ask SX12. Else, go to first box after SX12.*

SX12. [Are you/Is (PERSON)] now enrolled in school full time or part time?

*FULTIM1-FULTIM16*

| | |
|---|---|
| FULL TIME | 1 |
| PART TIME | 2 |

*Ask SX7 to SX12 for next person enrolled in school. After last person, go to next box.*

*If AGE ≥ 16 and SX7 and SX8 = 2 or SX9 or SX10 = 15, 16, or 17 (person age 16 and older who is not currently enrolled in grade/equivalent 12 or below, ungraded elementary or secondary, or special education), then ask SX13 to SX15. Else, go to first box after SX14.*

SX13. [Now I have a few questions about (you/you and the other adults(s) in your household).] What is the highest grade or year of school that [you/(ADULT)] completed?

*GRADE1-GRADE16*
*GRAD1_1-GRAD1_16*
*GRAD2_1-GRAD2_16*

| | | |
|---|---|---|
| UP TO 8TH GRADE | 1 | (ENTER ACTUAL GRADE, go to SX14) |
| 9TH TO 11TH GRADE | 2 | (ENTER ACTUAL GRADE, go to SX14) |
| 12TH GRADE BUT NO DIPLOMA | 3 | (GO TO SX14) |
| HIGH SCHOOL DIPLOMA/EQUIVALENT | 4 | (GO TO SX15) |
| VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA | 5 | (GO TO SX14) |
| VOC/TECH DIPLOMA AFTER HIGH SCHOOL | 6 | (GO TO SX14) |
| SOME COLLEGE BUT NO DEGREE | 7 | (GO TO SX14) |
| ASSOCIATE'S DEGREE | 8 | (GO TO BOX AFTER SX14) |
| BACHELOR'S DEGREE | 9 | (GO TO BOX AFTER SX14) |
| GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE | 10 | (GO TO BOX AFTER SX14) |
| MASTER'S DEGREE (MA, MS) | 11 | (GO TO BOX AFTER SX14) |
| DOCTORATE DEGREE (PHD, EDD) | 12 | (GO TO BOX AFTER SX14) |
| PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) | 13 | (GO TO BOX AFTER SX14) |

SX14. [Do you/Does (ADULT)] have a high school diploma or its equivalent, such as a GED?

*SDIPL1-SDIPL16*

| | |
|---|---|
| YES | 1 |
| NO | 2 |

*Ask SX13 to SX14 for next person age 16 and older who is not currently enrolled in grade 12 or below, ungraded elementary or secondary, or special education. After last person, go to next box.*

*If AGE ≥16 (person age 16 or older), then ask SX15. After last person, go to SX16.*

SX15. What is [your/(ADULT'S)] marital status? [VERIFY IF KNOWN.]

*MARITL1-MARITL16*

| | |
|---|---|
| MARRIED/REMARRIED | 1 |
| SEPARATED | 2 |
| DIVORCED | 3 |
| WIDOWED | 4 |
| NEVER MARRIED | 5 |

SX16. Not counting the Reserves or National Guard, (are you/is any member of your household) currently serving on active duty in the U.S. Armed Forces?

*XHHACTV*

YES . . . . . 1 (GO TO BOX)
NO . . . . . 2 (GO TO SX17)

*If SX16 = 1 (on active duty) and respondent is the only adult in the household, autocode SX16OV to respondent's person number. Else, go to SX16OV.*

SX16OV. (Who is that?) [DISPLAY HOUSEHOLD MEMBERS WITH AGE > = 16. CODE ALL THAT APPLY. IF RESPONDENT IS THE ONLY HOUSEHOLD MEMBER, CODE THE PERSON NUMBER OF THE RESPONDENT.]

*ACTVDU1-ACTVDU16*

PERSON NUMBER . . . . . ☐☐ (INELIGIBLE)

SX17. (Were you/Was everyone in your household) born in this country, that is, in one of the 50 States or the District of Columbia?

*XHHBORN*

YES . . . . . 1 (AUTOCODE SX19 = 1 AND GO TO SX18)
NO . . . . . 2 (GO TO BOX)

SX18. (Did you/Did every member of your household) learn English as (your/their) first language?

*XHHLANG*

YES . . . . . 1 (AUTOCODE SX20 = 1 AND GO TO 1ST BOX AFTER SX20)
NO . . . . . 2 (GO TO BOX)

*If SX17 = 2 (not every household member was born in the U.S.), then ask SX19 for each person in the household; also ask SX20 for each person where AGE > = 3 (age 3 or older). If SX17 = 1 (every household member was born in the U.S.), autocode SX19 = 1 (every household member was born in the U.S.). If SX18 = 2 (not every household member learned English as their first language), ask SX20 for each person where AGE > = 3 (age 3 or older). If SX18 = 1 (every household member learned English as their first language), autocode SX20 = 1 (every household member learned English as their first language), for each person where AGE > = 3 (age 3 or older).*

SX19. In what country [were you/was (PERSON)] born?

*BORNUS1-BORNUS16*

50 STATES OR THE DISTRICT OF COLUMBIA . . . . . 1
U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS . . . . . 2

*TERROS1*/R (SPECIFY)_____

SOME OTHER COUNTRY . . . . . 3

*CONTOS2*/R (SPECIFY)_____

SX20. What was the first language [you/(PERSON)] learned to speak?

*LANG1-*
*LANG16*

ENGLISH . . . . . 1
SPANISH . . . . . 2
SPANISH AND ENGLISH EQUALLY . . . . . 3
OTHER LANGUAGE . . . . . 91

*LANGOS/R* (SPECIFY)_____

*Ask SX21 and SX22 for each person. After last person, go to first box after SX22 (Sampling Point).*

SX21. [Are you/Is (PERSON)] ....
[IF R GIVES RACE AND ALSO SAYS HE/SHE IS OF HISPANIC ORIGIN, CODE RACE HERE.]

*RACE1-*
*RACE16*

White . . . . . 1 (GO TO SX22)
Black . . . . . 2 (GO TO SX22)
American Indian or Alaskan Native . . . . . 3 (GO TO SX22)
Asian or Pacific Islander, or . . . . . 4 (GO TO SX22)
Some other race? . . . . . 5 (GO TO SX21A)

SX21A. [CODE RESPONSE IF SX21 = 5.]

*OTHRAC1-*
*OTHRAC16*

HISPANIC/LATINO/MEXICAN/SPANISH/
PUERTO RICAN . . . . . 1 (AUTOCODE SX22 = 1 AND GO TO BOX AFTER SX22)

MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL . . . . . 2
OTHER . . . . . 91

*RACEOS/R* (SPECIFY)_____

SX22. [Are you/Is (PERSON)] of Hispanic origin?

*HISPAN1-*
*HISPAN16*

YES . . . . . 1
NO . . . . . 2

*Sampling Point:*
*Select children and adults for extended interviews.*
*If any children are selected, go to next box.*
*If adults only are selected, go to second box after SX24.*
*If no one is selected, go to LINTRO.*

*Ask SX23 and SX24 for each sampled child. If there is only one household member, other than the sampled child, who is at least 12 years older than that child, autocode SX23 to this adult. If the sampled child is the only or oldest person in the household, go to LINTRO.*

SX23. We would like to ask some questions about (your/(CHILD)'s) (care and) education.

* [IF SCREENER RESPONDENT IS OBVIOUSLY CHILD'S MOTHER, ASK: Are you (CHILD)'s mother? IF YES, ENTER HER PERSON NUMBER.]

[IF SCREENER RESPONDENT MIGHT NOT BE CHILD'S MOTHER, ASK: Who is the parent or guardian in this household who knows the most about (your/(CHILD)'s) (care and) education?]

[DISPLAY HOUSEHOLD MEMBERS 16 YEARS OLD AND OLDER.]

PERSON NUMBER . . . . . ☐☐

*If person number at SX23 NE person number of sampled child, ask SX24 for each sampled child, and then go to HHSELECT screen to select interview. If person number at SX23 = person number of sampled child, display household members at least 12 years older than the sampled child and ask SX24 for each household member listed. The respondent for the parent interview will be selected in the following order of relationship: mother, father, grandmother, aunt, sister, grandfather, uncle, brother, cousin, other relative (but not husband/wife), or nonrelative (but not boyfriend/girlfriend). If no household member is so designated, the sampled child is ineligible; go to LINTRO. If a respondent for the parent interview is selected, go to HHSELECT screen to select interview.*

SX24. What is [your/(CAREGIVER'S)/(PERSON'S)] relationship to [(CHILD)/you]? [VERIFY IF KNOWN]

*

MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) . . . . . 1
FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) . . . . . 2
BROTHERS, INCLUDING STEP,
ADOPTED, AND FOSTER . . . . . 3
SISTERS, INCLUDING STEP,
ADOPTED, AND FOSTER . . . . . 4
GRANDPARENT . . . . . 5
AUNT . . . . . 6
UNCLE . . . . . 7
COUSIN . . . . . 8
OTHER RELATIVE/GUARDIAN (BUT NOT HUSBAND/WIFE) . . . . . 9
NONRELATIVE/GUARDIAN (BUT NOT BOYFRIEND/GIRLFRIEND) . . . . 10
HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND . . . . . 11

*If SX24 = 5 (grandparent) use that person's sex with SX24 to set RELATION and drive displays.*
*If SX24 = 11 (husband/wife/boyfriend/girlfriend), code case ineligible and go to LINTRO.*

*If sampled adult is not the screener respondent and SX7 = 1 and SX9 = 15, 16, 17 (enrolled in college, graduate school or vocational/technical school after high school) for that person, ask SX25. Else, go to HHSELECT (Adult CI extended interview).*

SX25. Is (ADULT) living there, in student housing, or somewhere else?

*

| | | |
|---|---|---|
| HERE . . . . . | 1 | (GO TO HHSELECT) |
| STUDENT HOUSING [This includes all housing owned, sponsored, or leased by the school such as a dormitory or fraternity or sorority house.] . . . . . | 2 | (GO TO SX26) |
| OTHER PRIVATE HOME OR APARTMENT . . . . . | 3 | (INELIGIBLE, GO TO LINTRO) |
| INSTITUTION OR GROUP QUARTERS [THIS INCLUDES A JAIL OR DETENTION CENTER, MEDICAL FACILITY, REHABILITATION CENTER, MENTAL HEALTH FACILITY, MILITARY BARRACKS, OR GROUP FOSTER CARE.] . . . . . | 4 | (INELIGIBLE, GO TO LINTRO) |

SX26. Would you please give me (his/her) last name and telephone number so that we can call (him/her) to do a brief interview about activities related to civic involvement?

* LAST NAME_____

* PHONE_____

**1996 Topical Component: Household Public Library Usage**

LINTRO. (These next questions are about/We are interested in) public libraries. This does not include school or college libraries, or special research libraries.

L1. About how far would you say it is from your home to the closest public library? Would you say...

*LDISTANC*

| | |
|---|---|
| Less than 1 mile, . . . . . | 1 |
| 1 or 2 miles, . . . . . | 2 |
| 3 to 5 miles, . . . . . | 3 |
| 6 to 10 miles, or . . . . . | 4 |
| More than 10 miles? . . . . . | 5 |

L2. People use public libraries in a number of ways. In the past month, that is, since (MONTH) (DAY), has any member of your household used a public library in the following ways? How about...

| | | | YES | NO |
|---|---|---|---|---|
| *LVISIT1* | a. | Going to a public library to borrow or drop off books or tapes? | 1 | 2 |
| *LVISIT2* | b. | Going to a public library for any other purpose, such as a lecture or story hour, or to use their equipment? | 1 | 2 |
| *LCOMP* | c. | Using a home computer to link to a public library? | 1 | 2 |
| *LPHONE* | d. | Calling the public library to renew books or for information other than library hours or directions? | 1 | 2 |
| *LMATLS* | e. | Having library materials mailed or delivered to your home? | 1 | 2 |
| *LMOBILE* | f. | Visiting a bookmobile? | 1 | 2 |

*If L2a through L2f = 2 (no use of public libraries), ask L3. Else, go to L4.*

L3. Has anyone in your household used a public library in any of those ways in the past year?

*LYRUSE*

YES . . . . . 1 (GO TO BOX AFTER L4PROBE)

NO . . . . . 2 (GO TO BOX AFTER L4PROBE)

L4. In the past month, that is since (MONTH) (DAY), has any member of your household used a public library (or bookmobile) for the following purposes? How about...

| | | | YES | NO |
|---|---|---|---|---|
| *LSCHOOL* | a. | For a school or class assignment? | 1 | 2 |
| *LKIDSACT* | b. | A program or activity designed for children age 6 to 12? | 1 | 2 |
| *LKIDBOOK* | c. | An activity for children under 6, such as story hour or other introduction to books and reading? | 1 | 2 |
| *LRECR* | d. | For enjoyment or hobbies, including to borrow books or tapes or attend activities? | 1 | 2 |
| *LJOBHELP* | e. | To get information to help find a job? | 1 | 2 |
| *LWORK* | f. | For a work assignment or to keep up to date at work? | 1 | 2 |
| *LCONSUME* | g. | To get information for personal use, such as consumer or health issues, investments, and so on? | 1 | 2 |
| *LLRNREAD* | h. | To work with a tutor or take a class to learn to read? | 1 | 2 |

*If any L2a-f = 1 and all L4a-h = 2 (R reported any household use of public libraries and answered no to all purposes of library use), ask L4PROBE. Enter response at L4 and set L4FLAG = 1. Else, go to box after L4PROBE.*

L4PROBE. Earlier I recorded that someone in your household had used library or bookmobile services in the past month. What was the purpose for using the library or bookmobile?

*L4FLAG*[1]

[IF BORROWING BOOKS/TAPES, PROBE: Was that for school, for work, for enjoyment, or something else? What? RECORD SPECIFIC PURPOSE.]

SCHOOL ASSIGNMENT . . . . . 1
PROGRAM/ACTIVITY FOR CHILDREN AGE 6 TO 12 . . . . . 2
ACTIVITY FOR CHILDREN UNDER 6 . . . . . 3
ENJOYMENT OR HOBBIES . . . . . 4
INFORMATION TO HELP FIND JOB . . . . . 5
WORK ASSIGNMENT/KEEP UP TO DATE AT WORK . . . . . 6
INFORMATION FOR PERSONAL USE/CONSUMER/HEALTH/INVESTMENTS . . . . . 7
TAKE CLASS/USE TUTOR TO LEARN TO READ . . . . . 8
OTHER SPECIFY . . . . . 91

*If library items are administered before matrix, go to PRE_S6. If library items are administered in the Parent Interview, go to SX27.*

**Household Characteristics**

SX27. Now a few more questions about your household. Do you...

*HOWNHOME*

Own your home, . . . . . 1
Rent your home, or . . . . . 2
Have some other arrangement? . . . . . 3

SX28. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

*HOTHNUM*

YES . . . . . 1 (GO TO SX29)
NO . . . . . 2 (GO TO SX30)
NOT MY NUMBER [RECORD NUMBER IN COMMENTS] . . . . . 3 (GO TO SX30)

SX29. How many of these additional telephone numbers are for home use?

*HNUMUSE*

NUMBER . . . . . □□

SX30. So that we can group households geographically, may I have your ZIP code?

*STFZIP/R*

ZIP CODE . . . . . □□□□□

SX31. Which of these best describes the community where you live? Is it...

*HCCOMMUN*

A rural or farming community, . . . . . 1
A suburb of a city, . . . . . 2
A small city or town of fewer than 50,000 people, or . . . . . 3
A city of 50,000 people or more? . . . . . 4



[1] L4Flag = 1 if L4PROBE = 1 to 8

*If SX31 = 2 (suburb), go to SX31OV. Else, if SX31 = 4 (city of 50,000 people or more), go to SX31OV2. Else, go to box after SX31OV2.*

SX31OV. Is it a suburb of...

*HCSUB*

A city with over 500,000 people, . . . . . 1 (GO TO BOX AFTER SX31OV2)
A city with 100,000 to 500,000, or . . . . . 2 (GO TO BOX AFTER SX31OV2)
A city with 50,000 to 100,000? . . . . . 3 (GO TO BOX AFTER SX31OV2)

SX31OV2. Is it ...

*HCCITY*

A city with over 500,000 people, . . . . . 1
A city with 100,000 to 500,000, or . . . . . 2
A city with 50,000 to 100,000? . . . . . 3

*Ask SX32 if NUMKID20 (number of children age 20 or younger) >= 1. Else, go to SX33.*

SX32. In the past 12 months, has your family received funds or services from any of the following programs? How about...

| | | | YES | NO |
|---|---|---|---|---|
| *HWIC* | a. | Women, Infants, and Children, or WIC? . . . . . | 1 | 2 |
| *HFOODST* | b. | Food Stamps? . . . . . | 1 | 2 |
| *HAFDC* | c. | AFDC, or Aid to Families with Dependent Children? . . . . . | 1 | 2 |

SX33. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

*HINCMRNG*

$25,000 or less, or . . . . . 1 (READ SET 1)
More than $25,000? . . . . . 2 (READ SET 2)

Was it...

*HINCOME*

[SET 1]
$5,000 or less . . . . . 1
$5,001 to $10,000 . . . . . 2
$10,001 to $15,000 . . . . . 3
$15,001 to $20,000, or . . . . . 4
$20,001 to $25,000? . . . . . 5

[SET 2]
$25,001 to $30,000 . . . . . 6
$30,001 to $35,000 . . . . . 7
$35,001 to $40,000 . . . . . 8
$40,001 to $50,000 . . . . . 9
$50,001 to $75,000, or . . . . . 10
Over $75,000? . . . . . 11

*Ask SX33OV if*
*(Number in HH = 2 and HINCOME < = 2) or*
*(Number in HH = 3 and HINCOME < = 3) or*
*(Number in HH = 4 and HINCOME < = 3) or*
*(Number in HH = 5 and HINCOME < = 4) or*
*(Number in HH = 6 and HINCOME < = 4) or*
*(Number in HH = 7 and HINCOME < = 5) or*
*(Number in HH = 8 and HINCOME < = 5) or*
*(Number in HH = 9 and HINCOME < = 6) or*
*(Number in HH = 10 and HINCOME < = 6) or*
*(Number in HH = 11 and HINCOME < = 7) or*
*(Number in HH = 12 and HINCOME < = 7).*
*Else, go to THANK2.*

SX33OV. What was your total income last year, to the nearest thousand?
***HINCMEXT***

AMOUNT . . . . . $□□,□□□

THANK1. Thank you, but we are only interviewing in private residences.

THANK2. Those are all the questions I have about your household. Thank you for your time.

## *NHES:96 Parent and Family Involvement in Education and Civic Involvement Interview*

INTRO. [READ DISPLAY IF RESPONDENT WAS NOT SCREENER RESPONDENT:] [Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. (We are conducting a voluntary and confidential study about the educational experiences of children./We are also interested in how children learn about their communities and government.)] I'd like to talk with you now about (CHILD). These questions usually take about 20 minutes.

***Demographic Characteristics*** [Path = All]

PA1. [Before we begin, I'd like to confirm (his/her) age.] In what month and year was (CHILD) born?

MONTH ( )  YEAR ( )

| | | | | |
|---|---|---|---|---|
| *CDOBMM* | 1 | JANUARY | 7 | JULY |
| *CDOBYY* | 2 | FEBRUARY | 8 | AUGUST |
| | 3 | MARCH | 9 | SEPTEMBER |
| | 4 | APRIL | 10 | OCTOBER |
| | 5 | MAY | 11 | NOVEMBER |
| | 6 | JUNE | 12 | DECEMBER |

*Calculate AGE95 = child's age on December 31, 1995. Calculate current age for display in PA2. If current age does not match screener age or birth month is current month, ask PA2. Else, go to PA3.*

PA2. That would mean that (CHILD) [is (AGE)/turns (AGE) this month]. Is that right?

| | | | |
|---|---|---|---|
| | YES | 1 | (GO TO PA3) |
| *AGECONF* | NO | 2 | (RETURN TO PA1) |

*If AGE95 < 3 or > 20, go to CLOSE1. Else, go to next box.*

*If SX18 = 1 (every member of household learned English as first language) and R is Screener R, autocode PA3 = 1 and PA4 = 1 and go to PAINTRO. Else, ask PA3.*

PA3. What language does (CHILD) speak most at home?

| | | |
|---|---|---|
| | ENGLISH | 1 |
| *CSPEAK* | SPANISH | 2 |
| | SPANISH AND ENGLISH EQUALLY | 3 |
| | ANOTHER LANGUAGE | 91 |
| *CSPEAKOS/R* | SPECIFY_____ | |
| | CHILD DOESN'T SPEAK | 4 |

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

Variables designated by /R appear on the restricted file only.

*Ask PA4 only 1 time per respondent.*

PA4. How about you? What language do you speak most at home?

| | | |
|---|---|---|
| | ENGLISH | 1 |
| *RESSPEAK* | SPANISH | 2 |
| | SPANISH AND ENGLISH EQUALLY | 3 |
| | ANOTHER LANGUAGE | 91 |
| *RESSPEOS/R* | SPECIFY_____ | |

*If the respondent is the child's mother/father, copy SX24 to PA5 and ask PA6/PA7, then ask PA5 for every other household member. If respondent is not the child's mother/father, copy SX24 to PA5 and ask PA5 for every other household member. Else, for Screener R, copy SX24 to PA5.*

PAINTRO. Now I'd like to ask how the people in your household are related to (CHILD).

PA5. [FOR EACH HOUSEHOLD MEMBER EXCEPT RESPONDENT:]
How is (PERSON) related to (CHILD)?

| | | | |
|---|---|---|---|
| | MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) | 1 | (GO TO PA6) |
| *RELATN1-* | FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) | 2 | (GO TO PA7) |
| *RELATN15* | BROTHERS, INCLUDING STEP, ADOPTED, AND FOSTER | 3 | (GO TO FIRST BOX AFTER PA7) |
| | SISTERS, INCLUDING STEP, ADOPTED, AND FOSTER | 4 | (GO TO FIRST BOX AFTER PA7) |
| | GRANDPARENT | 5 | (GO TO FIRST BOX AFTER PA7) |
| | AUNT | 6 | (GO TO FIRST BOX AFTER PA7) |
| | UNCLE | 7 | (GO TO FIRST BOX AFTER PA7) |
| | COUSIN | 8 | (GO TO FIRST BOX AFTER PA7) |
| | OTHER RELATIVE/GUARDIAN (BUT NOT HUSBAND/WIFE) | 9 | (GO TO FIRST BOX AFTER PA7) |
| | NONRELATIVE/GUARDIAN (BUT NOT BOYFRIEND/GIRLFRIEND) | 10 | (GO TO FIRST BOX AFTER PA7) |
| | HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND | 11 | (GO TO FIRST BOX AFTER PA7) |

PA6. [Are you/Is (PERSON)] (CHILD)'s...

| | | |
|---|---|---|
| | Birth mother, | 1 |
| *MOMTYPE* | Adoptive mother, | 2 |
| | Stepmother, or | 3 |
| | Foster mother? | 4 |

PA7. [Are you/Is (PERSON)] (CHILD)'s...

| | | |
|---|---|---|
| | Birth father, | 1 |
| *DADTYPE* | Adoptive father, | 2 |
| | Stepfather, or | 3 |
| | Foster father? | 4 |

*Ask PA5 for next household member. If last household member, go to next box.*

*If RELATION = 5 (grandparent in household), use sex of grandparent to drive displays and go to next box. Else, go to next box.*

*Set HHMOM:*
*1 = birth/adoptive mother in household.*
*2 = step or foster mother.*
*3 = no mom and no dad, female R.*
*4 = else.*
*Set HHDAD:*
*1 = birth/adoptive father in household.*
*2 = step or foster father.*
*3 = no mom and no dad, male R.*
*4 = else.*

***Current School Status***

*If respondent is screener respondent, copy SX7 for child to PB1, SX8 to PB2, SX8A to PB3, SX9 to PB4, SX10 to PB5, and go to box after PB5. Else, ask PB1.*

PB1. Now I'd like to talk with you about (CHILD)'s school experiences. Is (CHILD) attending (or enrolled in) (school/nursery school, kindergarten, or school)?

*ENROLL*
YES . . . . . 1 (GO TO BOX)
NO . . . . . 2 (GO TO BOX)

*If AGE95 >= 18, code PB2 = 2 (not in home school), and go to PB4. Else, if AGE95 >= 5 and <= 17, ask PB2. Else, if AGE95 = 3 to 4 and PB1 = 1 (enrolled), go to PB4. Else, if AGE95 = 3 to 4 and PB1 = 2 (not enrolled) go to 1st box after PB9.*

PB2. Some parents decide to educate their children at home rather than sending them to school. Is (CHILD) being schooled at home?

*HOMESCHL*
YES . . . . . 1 (GO TO PB3)
NO . . . . . 2 (GO TO BOX)

PB3. So (CHILD) is being schooled at home instead of at school?

YES . . . . . 1 (GO TO PB5)
NO . . . . . 2 (RECODE PB2 = 2 AND GO TO BOX)

*If PB1 = 1 (enrolled) and PB2 = 2 (not in home school), ask PB4.*
*Else, if AGE95 = 5 or 6 and PB1 = 2 (not enrolled) and PB2 = 2 (not in home school), go to first box after PB9.*
*Else, if AGE95 > = 7 and PB1 = 2 (not enrolled) and PB2 = 2 (not in home school), go to CLOSE1.*

PB4. What grade or year is (CHILD) attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

*GRADE*

| | | |
|---|---|---|
| NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART | N | (GO TO BOX AFTER PB5) |
| TRANSITIONAL KINDERGARTEN (BEFORE K) | T | (GO TO BOX AFTER PB5) |
| KINDERGARTEN | K | (GO TO BOX AFTER PB5) |
| PREFIRST GRADE (AFTER K) | P | (GO TO BOX AFTER PB5) |
| FIRST GRADE | 1 | (GO TO BOX AFTER PB5) |
| SECOND GRADE | 2 | (GO TO BOX AFTER PB5) |
| THIRD GRADE | 3 | (GO TO BOX AFTER PB5) |
| FOURTH GRADE | 4 | (GO TO BOX AFTER PB5) |
| FIFTH GRADE | 5 | (GO TO BOX AFTER PB5) |
| SIXTH GRADE | 6 | (GO TO BOX AFTER PB5) |
| SEVENTH GRADE | 7 | (GO TO BOX AFTER PB5) |
| EIGHTH GRADE | 8 | (GO TO BOX AFTER PB5) |
| NINTH GRADE/FRESHMAN | 9 | (GO TO BOX AFTER PB5) |
| TENTH GRADE/SOPHOMORE | 10 | (GO TO BOX AFTER PB5) |
| ELEVENTH GRADE/JUNIOR | 11 | (GO TO BOX AFTER PB5) |
| TWELFTH GRADE/SENIOR | 12 | (GO TO BOX AFTER PB5) |
| ABOVE TWELFTH GRADE | 13 | (GO TO CLOSE1) |
| UNGRADED | U | (GO TO PB5) |
| SPECIAL EDUCATION | S | (GO TO PB5) |

[IF T: In this interview we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

PB5. What grade would (CHILD) be in if (he/she) were attending [school/a school with regular grades]? [PROBE FOR T OR P: Is that before or after kindergarten?]

*GRADEEQ*

| | | |
|---|---|---|
| NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART | N | (GO TO BOX) |
| TRANSITIONAL KINDERGARTEN (BEFORE K) | T | (GO TO BOX) |
| KINDERGARTEN | K | (GO TO BOX) |
| PREFIRST GRADE (AFTER K) | P | (GO TO BOX) |
| FIRST GRADE | 1 | (GO TO BOX) |
| SECOND GRADE | 2 | (GO TO BOX) |
| THIRD GRADE | 3 | (GO TO BOX) |
| FOURTH GRADE | 4 | (GO TO BOX) |
| FIFTH GRADE | 5 | (GO TO BOX) |
| SIXTH GRADE | 6 | (GO TO BOX) |
| SEVENTH GRADE | 7 | (GO TO BOX) |
| EIGHTH GRADE | 8 | (GO TO BOX) |
| NINTH GRADE/FRESHMAN | 9 | (GO TO BOX) |
| TENTH GRADE/SOPHOMORE | 10 | (GO TO BOX) |
| ELEVENTH GRADE/JUNIOR | 11 | (GO TO BOX) |
| TWELFTH GRADE/SENIOR | 12 | (GO TO BOX) |
| ABOVE TWELFTH GRADE | 13 | (GO TO CLOSE1) |
| UNGRADED, NO EQUIVALENT | U | (GO TO BOX) |

[IF T: In this interview we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

*If (grade/equivalent >= 6 and <=12) or (AGE95 >= 12 and PB5 (grade equivalent) = U) and the child was not sampled for a youth interview, sample the child for a youth interview. Else, if (grade/equivalent = N, T, K, or P) or (grade/equivalent >= 1 and <= 5) or [(AGE95 >= 3 and <= 11) and PB5 (grade equivalent) = U] and the child was sampled for a youth interview, do not sample the child for a youth interview (code youth interview IY).*

*If AGE95 >= 5 and PB2 = 1 (home school) and PB5 (grade equivalent) = N, go to first box after PB9. Else, if AGE95 = 3 or 4 and PB1 = 1 (enrolled), go to first box after PB9. Else, if PB2 = 1 (home school), ask PB6. Else, go to PB7.*

PB6. Has (CHILD) ever attended a public or private school other than home school?

*EVRSCHL*

| | | |
|---|---|---|
| YES | 1 | (GO TO BOX AFTER PB7) |
| NO | 2 | (GO TO PB9) |

PB7. Since turning 5 years old, has (CHILD) ever been schooled at home instead of attending a public or private school for kindergarten (or any grade)?

*EVRHOME*

| | | |
|---|---|---|
| YES | 1 | (GO TO BOX) |
| NO | 2 | (GO TO 1ST BOX AFTER PB9) |

*If PB6 = 1 (ever attended a school) or PB7 = 1 (ever home schooled), ask PB8. Else, go to first box after PB9.*

PB8. Including this year, for which grades has (CHILD) been schooled at home for all or part of the year?
[DISPLAY GRADES THROUGH CHILD'S CURRENT GRADE]
[CODE ALL THAT APPLY]

| | | |
|---|---|---|
| *HOMET* | TRANSITIONAL KINDERGARTEN (BEFORE K) | T |
| *HOMEK* | KINDERGARTEN | K |
| *HOMEP* | PREFIRST GRADE (AFTER K) | P |
| *HOME1* | FIRST GRADE | 1 |
| *HOME2* | SECOND GRADE | 2 |
| *HOME3* | THIRD GRADE | 3 |
| *HOME4* | FOURTH GRADE | 4 |
| *HOME5* | FIFTH GRADE | 5 |
| *HOME6* | SIXTH GRADE | 6 |
| *HOME7* | SEVENTH GRADE | 7 |
| *HOME8* | EIGHTH GRADE | 8 |
| *HOME9* | NINTH GRADE/FRESHMAN | 9 |
| *HOME10* | TENTH GRADE/SOPHOMORE | 10 |
| *HOME11* | ELEVENTH GRADE/JUNIOR | 11 |
| *HOME12* | TWELFTH GRADE/SENIOR | 12 |

PB9. What are the main reasons you decided to school (CHILD) at home?
[CODE ALL THAT APPLY.]

| | | |
|---|---|---|
| *HSRELIGN* | RELIGIOUS REASONS | 1 |
| *HSBETTER* | CAN GIVE CHILD A BETTER EDUCATION AT HOME | 2 |
| *HSOBJECT* | OBJECT TO WHAT SCHOOL TEACHES | 3 |
| *HSENVIRN* | POOR LEARNING ENVIRONMENT AT SCHOOL | 4 |
| *HSCHALNG* | SCHOOL DOES/DID NOT CHALLENGE CHILD | 5 |
| *HSPRIVAT* | WANT PRIVATE SCHOOL BUT CANNOT AFFORD IT | 6 |
| *HSDESIRE* | COULD NOT GET INTO A DESIRED SCHOOL | 7 |
| *HSILL* | CHILD HAS TEMPORARY ILLNESS | 8 |
| *HSDISABL* | CHILD HAS SPECIAL NEEDS/DISABILITY | 9 |
| *HSCAREER* | PARENT'S CAREER | 10 |
| *HSAGE* | *CHILD NOT OLD ENOUGH FOR GRADE/TO ENTER SCHOOL* | 11 |
| *HSBEHAV* | *STUDENT BEHAVIORAL PROBLEMS* | 12 |
| *HSCHAR* | *TO DEVELOP CHARACTER/MORALITY* | 13 |
| *HSSCPROB* | *PROBLEM WITH AVAILABLE PUBLIC/PRIVATE SCHOOLS* | 14 |
| *HSFAMLY* | *FAMILY REASONS* | 15 |
| *HSTRAN* | *TRANSPORTATION/DISTANCE/CONVENIENCE* | 16 |
| *HSOTHER* | OTHER_____ | 91 |
| *HSOTHEOS/R* | | |

*Set FIPATH:*

*N = [(AGE95 >= 3 and AGE95 <= 6) and PB1 = 2 (not enrolled) and PB2 = 2 (not in home school)] or [PB4/PB5 (grade/equivalent) = N] or [PB5 (grade equivalent) = U and AGE95 = 3 or 4] (preschoolers)*

*E = [PB4/PB5 (grade/equivalent) = T, K, P (kindergarten) or 1, 2, 3, 4, or 5 and PB2 NE 1 (not in home school)] or [PB5 (grade equivalent) = U and AGE95 >= 5 and <= 11 and PB2 NE1 (not in home school)] (elementary)*

*M = [PB4/PB5 (grade/equivalent) = 6, 7, or 8 and PB2 NE 1 (not in home school)] or [PB5 (grade equivalent) = U and AGE95 = 12 or 13 and PB2 NE 1 (not in home school)] (middle school/junior high)*

*S = [PB4/PB5 (grade/equivalent) = 9, 10, 11, or 12 and PB2 NE 1 (not in home school)] or [PB5 (grade equivalent) = U and AGE95 >= 14 and PB2 NE 1 (not in home school)] (upper school/senior high)*

*H = AGE95 >= 5 and PB2 = 1 (home school) and PB5 (grade equivalent) NE N (home schoolers)*

*IF FIPATH = H, go to box after PD12. Else, if FIPATH = N, ask PC1. Else, go to PDINTRO.*

***Head Start/Center-based Programs*** [Path = N]

PC1. Is (CHILD) now attending Head Start?

YES . . . . . 1 (GO TO BOX AFTER PC3)
***NHSNOW*** NO . . . . . 2 (GO TO PC2)

PC2. [IF PROGRAM ALREADY KNOWN, VERIFY BY SAYING: I think you told me earlier that (CHILD) was attending a program. Let me just confirm...]
Is (CHILD) now attending a day care center, nursery school, preschool, or prekindergarten?

***NCBNOW***
YES . . . . . 1 (GO TO PC3)
NO . . . . . 2 (GO TO BOX AFTER PD12)

PC3. Does (CHILD) attend one day care center, nursery school, preschool, or prekindergarten program or more than one program?

ONE . . . . . 1
***NNUMPROG*** MORE THAN ONE . . . . . 2

*If PC1 = 1 (child in Head Start) or PC3 = 1 (attends one program), go to PCINTRO. Else, if PC3 = 2 (more than one program), go to PCINTRO and ask about the program where child spends the most time.*

PCINTRO. I'm going to ask you some questions about (CHILD)'s (Head Start program/the program (CHILD) goes to). (I'd like you to answer for the program where (he/she) spends the most time.)

*If PC1 = 1 (child in Head Start), go to PC5. Else, ask PC4. Else, if respondent has already given you the name of the program in PB1 (school enrolled) or PC2 (attendance at center-based program) and PC3 = 1 (child attends one program), code PC4 and go to PC5.*

PC4. [IF PROGRAM NAME ALREADY KNOWN, CODE PC4 AND GO TO NEXT QUESTION.]
First, would you call (it/the program where (CHILD) spends the most time)...

*NTYPE*
A day care center, . . . . . 1
A nursery school, . . . . . 2
A preschool, . . . . . 3
A prekindergarten, or . . . . . 4
Something else? . . . . . 5

*NTYPEOS/R* (SPECIFY)_____

PC5. How many hours each week does (CHILD) attend the (Head Start program/PROGRAM)?

*NHRS* HOURS . . . . . ☐☐ (GO TO BOX AFTER PDINTRO)

***Preschool or School Characteristics*** [Path = N (attending Head Start or a center-based program), E, M, S]

PDINTRO. Now let's talk about the school (CHILD) goes to (now).

*If this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (two sampled children go to the same school and respondent is the same for both children)and [RACE for CHILD1 and CHILD2 = 1 or 5 (white or other) and HISPANIC for CHILD1 and CHILD2 = 1 (Hispanic)], or [RACE for CHILD1 and CHILD2 = 1 (white) and HISPANIC = 2 for CHILD1 and CHILD2 (not Hispanic, refused, don't know)], or [RACE for CHILD1 and CHILD2 is the same (race is the same for both children) and equal to 2, 3, or 4 (black, American Indian or Alaskan Native, Asian or Pacific Islander)], or [RACE for CHILD1 and CHILD2 = 5 (other) and HISPANIC for CHILD1 and CHILD2 = 2 (not Hispanic, refused, or don't know)], copy CHILD1's information to CHILD2's record for questions PD1 through PD10 and go to box after PD10. Else, if this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (2 sampled children attend the same school and respondent is the same for both children), copy CHILD1's information to CHILD2's record for questions PD1 through PD9 and go to PD10. Else, go to next box.*

*If respondent is screener respondent and (FIPATH = E, M, or S) or (FIPATH = N and PC1 = 1 or PC2 = 1 (child attends Head Start or a program), copy SX11 for child to PD1 and go to box after PD1. Else, if (FIPATH = E, M, or S) or (FIPATH = N and PC1 = 1 or PC2 = 1 (child attends Head Start or a program) and respondent is not the screener respondent, ask PD1.*

PD1. Does (CHILD) go to a public or private (school/Head Start program/PROGRAM)?

*SPUBLIC*

PUBLIC . . . . . 1
PRIVATE . . . . . 2

*If FIPATH = N and PC1 = 1 or PC2 = 1 (child attends Head Start or a program), ask PD2. Else, if FIPATH = E, M, or S, and PD1 = 1 (public school), ask PD3. Else, if FIPATH = E, M, or S, and PD1 = 2 (private school), go to PD4.*

PD2. Is (CHILD's) (Head Start program/program) run by a government agency, such as your local school district?

*SGOVT*

YES . . . . . 1 (GO TO PD6)
NO . . . . . 2 (GO TO PD6)

PD3. Is it (his/her) regularly assigned school or a school that you chose?

*SCHOICE*

ASSIGNED . . . . . 1 (GO TO PD7)
CHOSEN . . . . . 2 (GO TO PD7)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE . . . . . 3 (GO TO PD7)

PD4. Is the school church-related or not church-related?

*SRELGON*

CHURCH-RELATED . . . . . 1 (GO TO PD5)
NOT CHURCH-RELATED . . . . . 2 (GO TO PD7)

PD5. Is it a Catholic school?

*SCATHLIC*

YES . . . . . 1 (GO TO PD7)
NO . . . . . 2 (GO TO PD7)

PD6. Is (CHILD)'s [Head Start program/(PROGRAM)] in a school that also has kindergarten or first grade or other grades?

*SOTHGRAD*

YES . . . . . 1 (GO TO PD8)
NO . . . . . 2 (GO TO PD10)

PD7. What is the lowest grade taught at (CHILD)'s school?

*SLOW*

| | |
|---|---|
| NURSERY/PRESCHOOL/PREKINDERGARTEN/HEADSTART | N |
| TRANSITIONAL KINDERGARTEN (BEFORE K) | T |
| KINDERGARTEN | K |
| PREFIRST GRADE (AFTER K) | P |
| FIRST GRADE | 1 |
| SECOND GRADE | 2 |
| THIRD GRADE | 3 |
| FOURTH GRADE | 4 |
| FIFTH GRADE | 5 |
| SIXTH GRADE | 6 |
| SEVENTH GRADE | 7 |
| EIGHTH GRADE | 8 |
| NINTH GRADE/FRESHMAN | 9 |
| TENTH GRADE/SOPHOMORE | 10 |
| ELEVENTH GRADE/JUNIOR | 11 |
| TWELFTH GRADE/SENIOR | 12 |

PD8. What is the highest grade taught at [(this school)/(CHILD)'s school)]?

*SHIGH*

| | |
|---|---|
| TRANSITIONAL KINDERGARTEN (BEFORE K) | T |
| KINDERGARTEN | K |
| PREFIRST GRADE (AFTER K) | P |
| FIRST GRADE | 1 |
| SECOND GRADE | 2 |
| THIRD GRADE | 3 |
| FOURTH GRADE | 4 |
| FIFTH GRADE | 5 |
| SIXTH GRADE | 6 |
| SEVENTH GRADE | 7 |
| EIGHTH GRADE | 8 |
| NINTH GRADE/FRESHMAN | 9 |
| TENTH GRADE/SOPHOMORE | 10 |
| ELEVENTH GRADE/JUNIOR | 11 |
| TWELFTH GRADE/SENIOR | 12 |

*If FIPATH = E, M, or S, ask PD9. Else, go to PD10.*

PD9. Approximately how many students are enrolled in (CHILD)'s school? Would you say...
[IF RESPONDENT SAYS "DON'T KNOW," ASK: Do you know the number in (his/her) grade?]

*SNUMSTUD*

| | | |
|---|---|---|
| Under 300, | 1 | (GO TO PD10) |
| 300-599, | 2 | (GO TO PD10) |
| 600-999, or | 3 | (GO TO PD10) |
| 1,000 or more? | 4 | (GO TO PD10) |
| NUMBER OF STUDENTS IN GRADE GIVEN | 91 | (GO TO PD9OV) |

PD9OV. NUMBER OF STUDENTS IN GRADE ☐☐☐☐
*SNUMGRAD*

PD10. Approximately what percent of the (students/children) at (CHILD)'s (school/Head Start program/PROGRAM) are (white but not Hispanic/black/Hispanic/American Indian or Alaska Native/Asian or Pacific Islander/the same race or ethnic background as (CHILD))? Would it be...

*SETHNIC*

Less than 25 percent, . . . . . 1
25 to 75 percent, or . . . . . 2
More than 75 percent? . . . . . 3
CHILD IS IN HOME-BASED HEAD START . . . . . 4

*If FIPATH = E, M, or S, ask PD11. Else, go to box after PD11.*

PD11. Since the beginning of this school year, has (CHILD) been in the same school?

*SSAMEFAL*

YES . . . . . 1
NO . . . . . 2

*If this is the interview for CHILD2 and FIPATH = N, recode PD12 = -1 for CHILD1's interview and go to box after PD12. Else, if this is the interview for CHILD2 and FIPATH NE N, go to box after PD12. Else, if this is the interview for CHILD1 and 2 children are sampled in the same household and FIPATH for CHILD1 NE N, check grade of CHILD1 against grade of CHILD2 from SX9 or SX10 and SPUBLIC of CHILD1 against XPUBL of CHILD2 (whether both children go to public schools). If it is possible from responses PD7 and PD8 for CHILD1 that CHILD2 attends the same school and the respondents for both interviews are the same, ask PD12. If not possible, autocode PD12 = -1 and go to box after PD12.*

PD12. Does (CHILD1) go to the same school as (CHILD2)?

*SSAME*

YES . . . . . 1
NO . . . . . 2

*If FIPATH = H and [PB4/PB5 (grade/equivalent) = 6 through 12] or [PB5 (grade equivalent) = U and AGE95 > = 12], go to PE10. Else, if FIPATH = H and [PB4/PB5 (grade/equivalent) = T, K, P, or 1 through 5] or [PB5 (grade equivalent) = U and AGE95 > = 5 and < = 11], go to PIINTRO. Else, if FIPATH = N and [PC1 = 2 and PC2 = 2 (child not in center-based care)], go to box before PH1. Else, go to PEINTRO.*



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***Student Experiences*** [Path = N (center-based), E, M, S]

PEINTRO. Now I have a few questions about (CHILD)'s experiences (this school year/since September at (his/her) current school) [in Head Start/at (PROGRAM)].

*If FIPATH = N, go to PE5. Else, if grade/equivalent = T, K, or P or (PB4 (grade equivalent) = U and AGE95 < = 6), go to PE6. Else, go to next box.*

*If this is the interview for CHILD1 or [the interview for CHILD2 and PD12 = 1 in CHILD1's interview (two children attend the same school) and (grade/equivalent) = T, K, or P for CHILD1 or (PB5 (grade equivalent) = U and AGE95 < = 6 for CHILD1)], ask PE1a-g. Else, if this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (2 sampled children attend the same school) and the respondent is the same for both children, ask PE1a-d and PE1f and PE1g and copy response for CHILD1 to PE1e for CHILD2. Else, ask PE1a-g.*

PE1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

(YA8 a-e)[2]

| | | | SA | A | D | SD |
|---|---|---|---|---|---|---|
| ***SECHALNG*** | a. | (CHILD) is challenged at school [ACADEMICALLY] . . . . . | 1 | 2 | 3 | 4 |
| ***SEENJOY*** | b. | (CHILD) enjoys school . . . . . | 1 | 2 | 3 | 4 |
| ***SETEADIS*** | c. | (CHILD)'s teachers maintain good discipline in the classroom . . . . . | 1 | 2 | 3 | 4 |
| ***SERESPCT*** | d. | In (CHILD)'s school, most students and teachers respect each other . . . . . | 1 | 2 | 3 | 4 |
| ***SEPRIDIS*** | e. | The principal and assistant principal maintain good discipline at [(CHILD)'s school/my children's school] . . . . . | 1 | 2 | 3 | 4 |
| ***SEWELCOM*** | f. | (CHILD)'s school welcomes my family's involvement with the school . . . . . | 1 | 2 | 3 | 4 |
| ***SEEASY*** | g. | (CHILD)'s school makes it easy to be involved there . | 1 | 2 | 3 | 4 |

*If PA4 = 2, 4, or 91 (respondent speaks another language than English), ask PE2. Else, go to PE3.*

PE2. Is (CHILD)'s school understanding of the needs of families who don't speak English?

| | | |
|---|---|---|
| | YES . . . . . | 1 |
| ***FSBLANG*** | NO . . . . . | 2 |



[2]Items with comparable questions on the youth interview show that item in parentheses.

PE3. Now I would like to ask you about (CHILD)'s grades during this school year. Overall, across all subjects, does (CHILD) get mostly...

*SEGRADES*

| | | |
|---|---|---|
| A's, | 1 | (GO TO PE6) |
| B's, | 2 | (GO TO PE6) |
| C's, | 3 | (GO TO PE6) |
| D's, | 4 | (GO TO PE6) |
| F's, or | 5 | (GO TO PE6) |
| Does (CHILD)'s school not give these grades? | 6 | (GO TO PE4) |

PE4. Would you describe (CHILD)'s work at school as...

*SEGRADEQ*

| | | |
|---|---|---|
| Excellent, | 1 | (GO TO PE6) |
| Above average, | 2 | (GO TO PE6) |
| Average, | 3 | (GO TO PE6) |
| Below average, or | 4 | (GO TO PE6) |
| Failing? | 5 | (GO TO PE6) |

PE5. Since September, have any of (CHILD)'s care providers or teachers at (the Head Start program/PROGRAM) contacted you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)] about any problems that (CHILD) was having there?

*SEPROBLM*

| | | |
|---|---|---|
| YES | 1 | (GO TO PFINTRO) |
| NO | 2 | (GO TO PFINTRO) |
| NO EXPERIENCE/NEWLY ENROLLED | 3 | (GO TO PFINTRO) |

PE6. Have any of (CHILD)'s teachers or (his/her) school contacted you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] about any <u>behavior</u> problems (he/she) is having in school this year?

*SEBEHAVR*

| | |
|---|---|
| YES | 1 |
| NO | 2 |

PE7. Have any of (his/her) teachers or (his/her) school contacted you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] about any problems (he/she) is having with <u>school work</u> this year?

*SESCHLWR*

| | |
|---|---|
| YES | 1 |
| NO | 2 |

PE8. Since starting kindergarten, has (CHILD) repeated any grades?

*SEREPEAT*

| | | |
|---|---|---|
| YES | 1 | (GO TO PE9) |
| NO | 2 | (GO TO BOX BEFORE PE10) |

PE9. What grade or grades did (he/she) repeat? [CODE ALL THAT APPLY]
[DISPLAY RESPONSE OPTIONS ONLY UP TO CURRENT GRADE OR GRADE EQUIVALENT]

| | | |
|---|---|---|
| *SEREPTK* | KINDERGARTEN | K |
| *SEREPT1* | FIRST GRADE | 1 |
| *SEREPT2* | SECOND GRADE | 2 |
| *SEREPT3* | THIRD GRADE | 3 |
| *SEREPT4* | FOURTH GRADE | 4 |
| *SEREPT5* | FIFTH GRADE | 5 |
| *SEREPT6* | SIXTH GRADE | 6 |
| *SEREPT7* | SEVENTH GRADE | 7 |
| *SEREPT8* | EIGHTH GRADE | 8 |
| *SEREPT9* | NINTH GRADE/FRESHMAN | 9 |
| *SEREPT10* | TENTH GRADE/SOPHOMORE | 10 |
| *SEREPT11* | ELEVENTH GRADE/JUNIOR | 11 |
| *SEREPT12* | TWELFTH GRADE/SENIOR | 12 |

*If FIPATH = N or E, go to PFINTRO. Else, ask PE10.*

PE10. Do you think (CHILD) will...
[AT FIRST NO, GO TO BOX]

| | | | YES | NO |
|---|---|---|---|---|
| *SEAFTRHS* | a. | Attend school after high school? | 1 | 2 |
| *SECOLLEG* | b. | Graduate from a 4-year college? | 1 | 2 |

*If FIPATH = H and PB6 = 2 (did not attend public or private school other than home school), go to PIINTRO. Else, ask PE11.*

PE11. Has (CHILD) ever had an in- or out-of-school suspension or been expelled from school?

| | | |
|---|---|---|
| | YES . . . 1 | (GO TO PE12) |
| *SESUSEXP* | NO . . . 2 | (GO TO BOX AFTER PE12) |

PE12. Has (CHILD) been...

| | | | YES | NO |
|---|---|---|---|---|
| *SESUSIN* | a. | Suspended? | 1 | 2 |
| *SEEXPEL* | b. | Expelled? | 1 | 2 |

*If PE12a = 1 (suspended), ask PE12OV. Else, go to box after PE12OV.*

PE12OV. Was that this school year?

| | | |
|---|---|---|
| *SESUSINY* | YES | 1 |
| | NO | 2 |

*If FIPATH = H, go to PIINTRO. Else, go to PFINTRO.*

***Family/School Involvement and School Practices*** [Path = N (center-based), E, M, S]

PFINTRO. Now I'd like to ask you about your family's involvement with (CHILD)'s [school/current school/Head Start program/(PROGRAM)].

*If telephone number ends with an even number, ask PF1. Else, ask PF2.*

PF1. Since (the beginning of this school year/September), have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...
[IF YES AND THE RESPONDENT IS THE MOTHER OR FATHER AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS): Did you do this, did (CHILD)'s (mother/stepmother/foster mother/father/stepfather/ foster father), did both of you, or did neither of you?]
[ELSE IF YES AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS) AND THE RESPONDENT IS NOT THE MOTHER OF FATHER: Did (CHILD)'s (mother/stepmother/foster mother) do this, did (CHILD)'s (father/stepfather/foster father), did both of them, or did neither of them?]

| | | YES | NO | M | F | B | N | |
|---|---|---|---|---|---|---|---|---|
| ***FSMEETNG (FSMEETNP)*** | a. Attended a general (school/Head Start/PROGRAM) meeting, for example, (an open house), a back-to-school night or a meeting of a parent-teacher organization? | 1 | 2 | 1 | 2 | 3 | 4 | |
| ***FSATCNFN (FSCFNP)*** | b. Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]? | 1 | 2 | 1 | 2 | 3 | 4 | |
| ***FSSPORT (FSSPORTP)*** | c. Attended a (school/Head Start/PROGRAM) or class event, such as a play, (or) sports event (or science fair) because of (CHILD)? | 1 | 2 | 1 | 2 | 3 | 4 | |
| ***FSVOLNTR (FSVOLNTP)*** | d. Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee? | 1 | 2 | 1 | 2 | 3 | 4 | (GO TO PF3) |

*If any PF1a or b = 2 (did not go to a meeting), ask PF1OV.*

PF1OV. Has (CHILD)'s (school/Head Start/PROGRAM) had this type of meeting (this school year/since September)?

***FSHADMEE*** YES . . . . . 1
***FSHADCN*** NO . . . . . 2

*If FIPATH = N, ask a and c through f of PF2. Else, if FIPATH = E, M, or S, ask a, b, and d through f of PF2.*

PF2. Since (the beginning of this school year/September), have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]...
[IF YES AND THE RESPONDENT IS THE MOTHER OR FATHER AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS): Did you do this, did (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father), did both of you, or did neither of you?]
[ELSE IF YES AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS) AND THE RESPONDENT IS NOT THE MOTHER OF FATHER: Did (CHILD)'s (mother/stepmother/foster mother) do this, did (CHILD)'s (father/stepfather/foster father), did both of them, or did neither of them?]

| | | YES | NO | M | F | B | N |
|---|---|---|---|---|---|---|---|
| *FSBAC (FSBACP)* | a. Attended (an open house or) a back-to-school night? | 1 | 2 | 1 | 2 | 3 | 4 |
| *FSATTPTA (FSPTAP)* | b. Attended a meeting of a PTA, PTO, or Parent-Teacher Student Organization? | 1 | 2 | 1 | 2 | 3 | 4 |
| *FSATTCOU (FSCOUP)* | c. Gone to a meeting of a parent advisory group or policy council? | 1 | 2 | 1 | 2 | 3 | 4 |
| *FSATCNFN (FSCFNP)* | d. Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]? | 1 | 2 | 1 | 2 | 3 | 4 |
| *FSSPORT (FSSPORTP)* | e. Attended a (school/Head Start/PROGRAM) or class event, such as a play, (or) sports event (or science fair) because of child? | 1 | 2 | 1 | 2 | 3 | 4 |
| *FSVOLNTR (FSVOLNTP)* | f. Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee? | 1 | 2 | 1 | 2 | 3 | 4 |

*If any PF2a, b, c, or d = 2 (did not go to a meeting), ask PF2OV. Else, go to PF3.*

PF2OV. Has (CHILD)'s (school/Head Start/PROGRAM) had this type of meeting this school year/since September)?

*FSHADBAC*
*FSHADPTA*
*FSHADCOU*
*FSHADCN*

YES . . . . . 1
NO . . . . . 2

PF3. (During this school year/since September), how many times have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] gone to meetings or participated in activities at (CHILD)'s school?

*FSFREQ* TIMES . . . . . □□□

*If FIPATH = N, go to PF5. Else, ask PF4.*

*School Practices*

PF4. Some schools have written parent involvement agreements or learning compacts that say how parents and the school will share the responsibility for their children's education. Does (CHILD)'s (school/current school) have a written agreement like that?

YES . . . . . 1
***FSAGREE*** NO . . . . . 2

PF5. We're also interested in times the (school/Head Start program/PROGRAM) contacted youhome without your having contacted them first. (During this school year/Since September), have any of (CHILD)'s teachers or (his/her) (school/current school/Head Start program/PROGRAM)... [IF YES, ASK: Have they done that one to two times or three or more times?]

| | | | YES | NO | 1-2 TIMES | 3+ TIMES | HOME HS | |
|---|---|---|---|---|---|---|---|---|
| ***FSNOTES*** | a. | Sent your family personal notes? . . . . . | 1 | 2 | 1 | 2 | 3 | ***FSNOTEP*** |
| ***FSMEMOS*** | b. | Provided newsletters, memos or notices addressed to all parents? . . . . . | 1 | 2 | 1 | 2 | 3 | ***FSMEMOP*** |
| ***FSPHONE*** | c. | Called you on the phone? . . . . . | 1 | 2 | 1 | 2 | 3 | ***FSPHONEP*** |

*If FIPATH = N or (grade equivalent = T, K, or P), and (AGE95 < = 5)], ask a through e of PF6. Else, if (grade/equivalent = 1 through 5) or [(grade equivalent = U) and (AGE95 > = 6 and < = 11)] or FIPATH = M, ask a through g of PF6. Else, if FIPATH = S, ask a through i of PF6.*

*If this is the interview for CHILD1, ask PF6 according to the instructions in the box above. Else, if this is the interview for CHILD2 and PD5 = 1 in CHILD1's interview (two sampled children attend the same school) and the respondent for both children is the same, ask PF6 according to the instructions in the box above, but do not ask PF6c. Else, ask PF6 according to the instructions in the box above.*

PF6. For each statement that I read you, please tell me how well (CHILD)'s [school/current school/Head Start program/(PROGRAM)] has been doing the following things (during this school year/since September):
[IF NECESSARY, READ AFTER STATEMENTS FOLLOWING THE FIRST STATEMENT.]: Would you say (CHILD)'s [school/current school/Head Start program/(PROGRAM)] does this very well, just O.K., or doesn't do it at all.
[ACCEPT "DON'T KNOW" AS AN ANSWER.]

| | | | Does it very well | Just O.K. | Doesn't do it at all |
|---|---|---|---|---|---|
| *FSSPPERF* | a. | Lets you know (between report cards) how (CHILD) is doing in (school/the program). Would you say (CHILD)'s [school/current school/Head Start program/(PROGRAM)] does this very well, just O.K., or doesn't do it at all | 1 | 2 | 3 |
| *FSSPCDEV* | b. | Helps you understand what children at (CHILD)'s age are like | 1 | 2 | 3 |
| *FSSPVOLN* | c. | Makes you aware of chances to volunteer at the (school/program) | 1 | 2 | 3 |
| *FSSPHOME* | d. | Provides workshops, materials, or advice about how to help (CHILD) learn at home | 1 | 2 | 3 |
| *FSSPSERV* | e. | Provides information on community services to help (CHILD) or your family | 1 | 2 | 3 |
| *FSSPHW* | f. | Provides information about how to help (CHILD) with (his/her) homework | 1 | 2 | 3 |
| *FSSPCOUR* | g. | Provides information about why (CHILD) is placed in particular (groups or) classes | 1 | 2 | 3 |
| *FSSPCOLL* | h. | Provides information on how to help (CHILD) plan for college | 1 | 2 | 3 |
| *FSSPWORK* | i. | Provides information about how to help (CHILD) plan for work after (he/she) completes (his/her) education | 1 | 2 | 3 |

*If FIPATH = N, go to PF8. Else, ask PF7.*

PF7. Has (CHILD)'s current (school/school or district) given you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] written information about students as a group, telling you about their standardized test scores or attendance rates?

| | | |
|---|---|---|
| | YES | 1 |
| *FSPROFIL* | NO | 2 |

*Involvement in School Decisionmaking*

*If this is the interview for CHILD1, ask PF8. Else, if this is the interview for CHILD2 and PD12 = 1 in CHILD1's interview (2 sampled children attend the same school) and the respondent for both children is the same, copy parent/guardian's CHILD1 response to PF8 for CHILD2 and go to box after PF9. Else, ask PF8.*

PF8. Does (CHILD)'s (school/current school/Head Start program/PROGRAM) include parents on committees or in other groups that make decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies?

*FSDECIS*

YES . . . . . 1
NO . . . . . 2

PF9. At (CHILD)'s (school/current school/Head Start program/PROGRAM), do parents have a real say in school policy decisions?

*FEPOLICY*

YES . . . . . 1
NO . . . . . 2

*If FIPATH = N, go to box before PH1. Else, if grade/equivalent = T, K, or P or (PB5 (grade equivalent) = U and AGE95 <= 6), go to PIINTRO. Else, go to PGINTRO.*

***Family Involvement in Schoolwork*** [Path = E (not kindergarten), M, S]

PGINTRO. Now I have some questions about (CHILD)'s homework.

PG1. How often does (CHILD) do homework at home? Would you say...

*FHHOME*

Never, . . . . . 1 (GO TO PIINTRO)
Less than once a week, . . . . . 2 (GO TO PG2)
1 to 2 times a week, . . . . . 3 (GO TO PG2)
3 to 4 times a week, or . . . . . 4 (GO TO PG2)
5 or more times a week? . . . . . 5 (GO TO PG2)

PG2. During this school year, how often did you [(or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] help (him/her) with (his/her) homework? Would you say... [DISPLAY RESPONSE CATEGORIES UP TO RESPONSE FOR PG1.]

*FHHELP*

Never, . . . . . 1
Less than once a week, . . . . . 2
1 to 2 times a week, . . . . . 3
3 to 4 times a week, or . . . . . 4
5 or more times a week? . . . . . 5

PG3. During this school year, has any teacher in (CHILD)'s (school/current school) assigned homework or a project, such as a family tree, that was meant to have (him/her) share ideas and talk with family members?

*FHSHARE*

YES . . . . . 1
NO . . . . . 2

*If grade/equivalent = 6 through 12 or (grade equivalent = U and AGE95 => 12, ask PG4. Else, go to PINTRO.*

*Barriers to Involvement in Schoolwork*

PG4. How confident do you feel about (your ability/the ability of anyone in your household) to help (CHILD) in each of the following subjects? How about...
[AFTER READING FIRST STATEMENT (AND OTHERS IF NECESSARY), ASK: Would you say very, somewhat, or not at all confident?]

| | | | VERY | SOME-WHAT | NOT AT ALL | N/A |
|---|---|---|---|---|---|---|
| FHBMATH | a. | The math (he/she) has this year? | 1 | 2 | 3 | 4 |
| FHBENGL | b. | English composition, literature, or reading? | 1 | 2 | 3 | 4 |
| FHBSCIEN | c. | The science (he/she) has this year? | 1 | 2 | 3 | 4 |

*Go to PIINTRO.*

***Support for Families of Preschoolers*** [Path = N]

*Ask PH1 through PH4 only once for each household.*

PH1. Since last September, have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] gone to...

| | | | YES | NO |
|---|---|---|---|---|
| SFATTGRP | a. | Any support groups to help with parenting? | 1 | 2 |
| SFATTCLS | b. | A parenting class? | 1 | 2 |

PH2. [Not counting any services that came from Head Start/the PROGRAM)], have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] ever...

| | | | YES | NO |
|---|---|---|---|---|
| SFSUPCTR | a. | Gone to a family support center where parents can meet with other parents, go to training activities, and/or find resources or services? | 1 | 2 |
| SFVISITS | b. | Received more than one home visit from someone trained to talk about raising children? | 1 | 2 |

*If PH2b = 1, ask PH3. Else, go to PIINTRO.*

PH3. There are many different names for people who do home visits, such as parent educators, family mentors, medical doctors or nurses. What description is best for the person who visited you in your home?

| | | |
|---|---|---|
| SFVISTYP | PARENT EDUCATOR | 1 |
| | FAMILY MENTOR | 2 |
| | MEDICAL DOCTOR | 3 |
| | NURSE | 4 |
| | SOCIAL WORKER | 5 |
| | OTHER | 91 |
| SFVISTOS/R | SPECIFY_____ | |

PH4. Have you had home visits in the past 12 months?

| | | |
|---|---|---|
| | YES | 1 |
| *SFVIS12* | NO | 2 |

***Family Involvement Outside of School*** [Path = All]

PIINTRO. Now I'd like to talk with you about (CHILD)'s activities with family members in the past week.

*If FIPATH = N or grade/equivalent = T, K, P, or 1 through 3 or (grade equivalent = U and AGE95 <= 9), ask PI1. Else, go to box after PI1.*

PI1. How many times have you or someone in your family read to (CHILD) in the past week? Would you say...

| | | |
|---|---|---|
| | Not at all, | 1 |
| *FOREADTO* | Once or twice, | 2 |
| | 3 or more times, or | 3 |
| | Every day? | 4 |

*If FIPATH = N or grade/equivalent = T, K, or P, or (grade equivalent = U and AGE95 <= 6), ask PI2. Else, if grade/equivalent = 1 through 5 or (grade equivalent = U and AGE95 > 6 and <= 11), ask PI3. Else, if grade/equivalent = 6 through 12 or (grade equivalent = U and AGE95 >= 12), ask PI4.*

PI2. In the past week, has anyone in your family done the following things with (CHILD)?
[IF YES: How many times? Would you say one or two times, or three or more?
IF NO: GO TO NEXT QUESTION.]

| | | | YES | NO | | 1-2 TIMES | 3+ TIMES | |
|---|---|---|---|---|---|---|---|---|
| *FOSTORY* | a. | Told (him/her) a story? | 1 | 2 | \| | 1 | 2 | *FOSTORYN* |
| *FOWORDS* | b. | Taught (him/her) letters, words, or numbers? | 1 | 2 | \| | 1 | 2 | *FOWORDSN* |
| *FOMUSIC* | c. | Taught (CHILD) songs or music? | 1 | 2 | \| | 1 | 2 | *FOMUSICN* |
| *FOCRAFTS* | d. | Worked on arts and crafts with (him/her)? | 1 | 2 | \| | 1 | 2 | *FOCRAFTN* |
| *FOSPORTS* | e. | Played a game, sport, or exercised together? | 1 | 2 | \| | 1 | 2 | *FOSPORTN* |
| *FOERAND* | f. | Took (CHILD) along while doing errands like going to the post office, the bank, or the store? | 1 | 2 | \| | 1 | 2 | *FOERANDN* |
| *FOCHORE* | g. | Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets? | 1 | 2 | \| | 1 | 2 | *FOCHOREN* (GO TO BOX AFTER PI4) |



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PI3. In the past week, has anyone in your family done the following things with (CHILD)?

| | | YES | NO | |
|---|---|---|---|---|
| *FOSTORY* | a. Told (him/her) a story? | 1 | 2 | |
| *FOCHORE* | b. Involved (CHILD) in household chores like cooking, cleaning, setting the table, or caring for pets? | 1 | 2 | |
| *FOCRAFTS* | c. Worked on arts and crafts with (him/her)? | 1 | 2 | |
| *FOBUILD* | d. Worked on a project with (CHILD) that you didn't think of as a chore, like building, making, or fixing something? | 1 | 2 | |
| *FOSPORTS* | e. Played a game, sport, or exercised together? | 1 | 2 | (GO TO BOX AFTER PI4) |

PI4. In the past week, has anyone in your family done the following things with (CHILD)?

| | | YES | NO |
|---|---|---|---|
| *FOBUILD* | a. Worked on a project with (CHILD), like arts and crafts, building, making, or fixing something? | 1 | 2 |
| *FOSPORTS* | b. Played a game, sport, or exercised together? | 1 | 2 |
| *FORESPON* | c. Discussed with (CHILD) how (he/she) would manage(his/her) time? | 1 | 2 |
| *FOAFTHS* | d. In the past month, has anyone in your family discussed (CHILD)'s future high school courses or plans for after high school with (him/her)? | 1 | 2 |

*If FIPATH = M or S or [FIPATH = H and (grade/equivalent = 6 through 12)], go to PJINTRO. Else, ask PI5.*

PI5. In the past month, that is, since (MONTH) (DAY), has anyone in your family done the following things with (CHILD)?

| | | YES | NO |
|---|---|---|---|
| *FOLIBRAY* | a. Visited a library? | 1 | 2 |
| *FOCONCRT* | b. Gone to a play, concert, or other live show? | 1 | 2 |
| *FOMUSEUM* | c. Visited an art gallery, museum, or historical site? | 1 | 2 |
| *FOZOO* | d. Visited a zoo or aquarium? | 1 | 2 |
| *FOETHNIC* | e. In the past month, has anyone in your family done other things, such as talked with (CHILD) about (his/her) family history or ethnic heritage? | 1 | 2 |
| *FOGROUP* | f. Attended an event sponsored by a community, ethnic, or religious group? | 1 | 2 |
| *FOSPRTEV* | g. Attended an athletic or sporting event in which (CHILD) was not a player? | 1 | 2 |

*If FIPATH = N, go to PJINTRO. Else, if [FIPATH = H and (grade/equivalent = T, K, P, or 1 through 5) or (grade equivalent = U and AGE95 > = 5 and < = 11)], go to PI7. Else, ask PI6.*

PI6. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, or safety patrol?

(YB3)

| | | |
|---|---|---|
| | YES | 1 |
| *FOSCHACT* | NO | 2 |

PI7. During this school year, has (CHILD) participated in any activities outside of school, such as music lessons, church or temple youth group, scouting, or organized team sports, like soccer?

*FOLESSON*

YES . . . . . 1
NO . . . . . 2

*Family Rules* [Path = E, H]

PI8. (YA6a,d,e) Are there family rules for (CHILD) about...

| | | | YES | NO |
|---|---|---|---|---|
| *FORBED* | a. | What time (CHILD) goes to bed on school nights? . . . . | 1 | 2 |
| *FORTVTIM* | b. | Rules about the amount of time (he/she) is allowed to watch television? . . . . . | 1 | 2 |
| *FORTVPRG* | c. | Rules about what television programs (he/she) is allowed to watch? . . . . . | 1 | 2 |

***Health and Disability*** [Path = All]

PJINTRO. Now I have a few questions about (CHILD)'s health.

*If FIPATH = N, ask PJ1. Else, go to box after PJ1.*

PJ1. Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed?

*HDDELAY*

YES . . . . . 1
NO . . . . . 2

*If FIPATH = N or FIPATH = E or [FIPATH = H and ((grade/equivalent) = T, K, or P, or 1 through 5) or (grade equivalent = U and AGE95 < = 11)], ask PJ2. Else, if FIPATH = M or S or [FIPATH = H and ((grade/equivalent) = 6 through 12) or (grade equivalent = U and AGE95 > = 12)], go to PJ3.*

PJ2. Does (CHILD) have any of the following disabilities? [RANDOM START; KEEP h LAST.]

| | | | YES | NO |
|---|---|---|---|---|
| *HDLEARN* | a. | A specific learning disability? . . . . . | 1 | 2 |
| *HDRETARD* | b. | Mental retardation? . . . . . | 1 | 2 |
| *HDSPEECH* | c. | A speech impairment? . . . . . | 1 | 2 |
| *HDDISTRB* | d. | A serious emotional disturbance? . . . . . | 1 | 2 |
| *HDDEAFIM* | e. | Deafness or another hearing impairment? . . . . . | 1 | 2 |
| *HDBLNDIM* | f. | Blindness or another visual impairment? . . . . . | 1 | 2 |
| *HDORTHO* | g. | An orthopedic impairment? . . . . . | 1 | 2 |
| *HDOTHER* | h. | Another health impairment lasting 6 months or more? . . . . . | 1 | 2 |

*If PJ1 or any of PJ2 a through h = 1, go to PJ4. Else, go to box after PJ4.*

PJ3. Does (CHILD) have any physical, emotional, or mental condition which limits or interferes with (his/her) ability...

| | | | YES | NO | |
|---|---|---|---|---|---|
| *HDSCHL* | a. | To do regular school work? . . . . . | 1 | 2 | |
| *HDPHY* | b. | To take part in sports, games, or other activities with children (his/her) age? . . . . . | 1 | 2 | (GO TO BOX AFTER PJ7) |

PJ4. (Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn?

| | | |
|---|---|---|
| | YES . . . . . | 1 |
| *HDAFFECT* | NO . . . . . | 2 |

*If FIPATH = N, ask PJ5. Else, go to box after PJ7.*

PJ5. About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say...

| | | |
|---|---|---|
| | Less than 1 year, . . . . . | 1 |
| *HNDOCWHN* | 1 year, but less than 2 years, or . . . . . | 2 |
| | 2 years or more? . . . . . | 3 |

PJ6. Has (CHILD) ever been to a dentist or dental hygienist for dental care?

| | | | |
|---|---|---|---|
| | YES . . . . . | 1 | (GO TO PJ7) |
| *HNDNTIST* | NO . . . . . | 2 | (GO TO BOX AFTER PJ7) |

PJ7. About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say...

| | | |
|---|---|---|
| | Less than 1 year, . . . . . | 1 |
| *HNDNTWHN* | 1 year, but less than 2 years, or . . . . . | 2 |
| | 2 years or more? . . . . . | 3 |

***Activities That Promote Civic Involvement***

*Information About Politics and National Issues*

*If FIPATH = M or S or [FIPATH = H and (grade/equivalent = 6 through 12) or (grade equivalent = U) and AGE95 > = 12)], go to next box. Else, go to PLINTRO.*

*Ask PKINTRO through PK5 once per respondent.*

PKINTRO. Next I have some questions about the national news. This includes news about what is happening in Congress, what the President is doing, or what political candidates are saying.

PK1. How often do you read about the national news in a newspaper or newsmagazine, like *Newsweek, Time,* or *U.S. News and World Report*? Would you say...

(YD1)

| | | |
|---|---|---|
| | Almost every day, . . . . . | 1 |
| *CFRDNEWU* | At least once a week, . . . . . | 2 |
| | At least once a month, or . . . . . | 3 |
| | Hardly ever? . . . . . | 4 |

*If there are 2 or more adults (non-siblings) in the household who are related to the child, ask PK2 about one other parent/related adult in the order preference listed. Else, go to PK3.*

PK2. How about (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)?

*CPRDNEWS*

ALMOST EVERY DAY . . . . . 1
AT LEAST ONCE A WEEK . . . . . 2
AT LEAST ONCE A MONTH . . . . . 3
HARDLY EVER . . . . . 4

PK3. How often do you watch the national news on television or listen to the national news on the radio? Would you say...

(YD2)

*CPWATCHU*

Almost every day, . . . . . 1
At least once a week, . . . . . 2
At least once a month, or . . . . . 3
Hardly ever? . . . . . 4

*If there are 2 or more adults (non-siblings) in the household who are related to the child, ask PK4 about one other parent/related adult in the order preference listed. Else, go to box after PK4.*

PK4. How about (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)?

*CPWATCH*

ALMOST EVERY DAY . . . . . 1
AT LEAST ONCE A WEEK . . . . . 2
AT LEAST ONCE A MONTH . . . . . 3
HARDLY EVER . . . . . 4

*If, in addition to parent(s)/guardian(s), there are any other non-sibling adults in the household, ask PK5. Else, go to box after PK5.*

PK5. During the past week, did the other adult(s) in your household read about the national news in the newspaper or watch or listen to the national news?

*CPNEWSOT*

YES . . . . . 1
NO . . . . . 2

*If PK3 = 1 through 3 or PK4 = 1 through 3 or PK5 = 1 (an adult in the household watches the national news), ask PK6. Else, go to box before PKINTRO2.*

PK6. During the past week, has (CHILD) watched or listened to the national news with [you (or) (his/her) (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]?

(YD3)

YES . . . . . 1
***CPNEWSHH*** NO . . . . . 2

*Participation in Community and Political Activity* [Path = M, S, H (grade equivalent 6-12)]

***Ask PKINTRO2 through PK15 or PK16 only once per respondent.***

PKINTRO2. Next, I have some questions about activities you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] participate in and interests you may have.

PK7. Are you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] a member of any organizations, like a community group, church or synagogue, union, or professional organization?

YES . . . . . 1
***CPOTHORG*** NO . . . . . 2

PK8. How often have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] attended religious services in the past year? Would you say...

[RECORD FOR THE HOUSEHOLD MEMBER WHO ATTENDS MOST FREQUENTLY.]

Never, . . . . . 1
***CPRELFRQ*** About once or twice, . . . . . 2
Several times during the year, . . . . . 3
About once or twice a month, or . . . . . 4
Nearly every week or more? . . . . . 5

PK9. Do you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

(YC17)

YES . . . . . 1
***CPSERVC*** NO . . . . . 2

PK10. Which of the following activities, if any, have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] done in the past twelve months, that is, since (MONTH) 1995?

| | | | YES | NO |
|---|---|---|---|---|
| *CPMONEY* | a. | Contributed money to a candidate, a political party, or some political cause? . . . . . | 1 | 2 |
| *CPVOLUNT* | b. | Worked either for pay or as a volunteer for a a candidate, a political party, or some political cause? . . . . . | 1 | 2 |
| *CPTELISS* | c. | Written or telephoned an editor or public official or signed a petition about issues that concern you? . . . . . | 1 | 2 |
| *CPPUBMTG* | d. | Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization? . . . . . | 1 | 2 |
| *CPBOYCOT* | e. | Participated in a protest or boycott? . . . . . 1 | 2 | |

PK11. Have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] voted in a national or state election in the United States in the past 5 years, that is, since 1991?

*CPVOTE5*

YES . . . . . 1
NO/NOT A CITIZEN/NOT OLD ENOUGH . . . . . 2

*Political Attitudes and Knowledge*

PK12. (YD5) Now I'd like your opinion on some things. There are no right or wrong answers. [READ QUESTIONS CAREFULLY AND REPEAT IF NECESSARY.]

| | | | YES | NO |
|---|---|---|---|---|
| *CPCOMPLI* | a. | People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you? . . . . | 1 | 2 |
| *CPFAMSAY* | b. | Also, people might say, "My family doesn't have any say in what the federal government does." Is this true for your family? . . . . . | 1 | 2 |
| *CPAGNST* | c. | If a person wanted to make a speech in your community against churches and religion, should he or she should be allowed to speak? . . . . . | 1 | 2 |
| *CPBOOK* | d. | Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept out of a public library? . . . . . | 1 | 2 |

PK13. (YD6) Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

*CPLETTER*

YES . . . . . 1
NO . . . . . 2

PK14. Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or statement at a public meeting?

(YD7)

| | | |
|---|---|---|
| | YES | 1 |
| | NO | 2 |
| *CPMTG* | DEPENDS ON MEETING, ISSUE, ETC. | 3 |
| | WOULD NEVER WANT TO MAKE STATEMENT | 4 |

*If telephone number ends with an even number, ask PK15.*
*Else, go to PK16.*

PK15. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on.

(YD8) [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Al Gore?

| | | |
|---|---|---|
| *CPVP* | VICE PRESIDENT | 1 |
| | OTHER ANSWER | 2 |
| | DON'T KNOW | 3 |
| | REFUSED TO ANSWER | 4 |

b. Whose responsibility is it to determine if a law is constitutional or not... the President, the Congress, or the Supreme Court?

| | | |
|---|---|---|
| *CPLAW* | SUPREME COURT | 1 |
| | PRESIDENT | 2 |
| | CONGRESS | 3 |
| | OTHER ANSWER | 4 |

c. Which party now has the most members in the House of Representatives in Washington?

| | | |
|---|---|---|
| *CPHOUSE* | REPUBLICAN | 1 |
| | DEMOCRATIC | 2 |
| | OTHER ANSWER | 3 |
| | DON'T KNOW | 4 |
| | REFUSED TO ANSWER | 5 |

d. How much of a majority is needed for the U.S. Senate and House to override a presidential veto?

| | | |
|---|---|---|
| *CPVETO* | TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE | 1 |
| | OTHER ANSWER | 2 |
| | DON'T KNOW | 3 |
| | REFUSED TO ANSWER | 4 |

e. Which of the two major parties is more conservative at the national level?

*CPCONSRV*

| | | |
|---|---|---|
| REPUBLICAN | 1 | (GO TO PKCLOSE) |
| DEMOCRATIC | 2 | (GO TO PKCLOSE) |
| NEITHER ONE | 3 | (GO TO PKCLOSE) |
| OTHER ANSWER | 4 | (GO TO PKCLOSE) |
| DON'T KNOW | 5 | (GO TO PKCLOSE) |
| REFUSED TO ANSWER | 6 | (GO TO PKCLOSE) |

PK16. (YD9) Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Newt Gingrich?

*CPSPKR*

| | |
|---|---|
| SPEAKER (HEAD) OF THE HOUSE OF REPRESENTATIVES | 1 |
| CONGRESSMAN/REPRESENTATIVE (TO CONGRESS) (FROM GEORGIA) | 2 |
| OTHER ANSWER | 3 |
| DON'T KNOW | 4 |
| REFUSED TO ANSWER | 5 |

b. Whose responsibility is it to nominate judges to the federal courts... the President, the Congress, or the Supreme Court?

*CPJUDGE*

| | |
|---|---|
| PRESIDENT | 1 |
| CONGRESS | 2 |
| SUPREME COURT | 3 |
| OTHER ANSWER | 4 |
| DON'T KNOW | 5 |
| REFUSED TO ANSWER | 6 |

c. Which party now has the most members in the U.S. Senate?

*CPSENATE*

| | |
|---|---|
| REPUBLICAN | 1 |
| DEMOCRATIC | 2 |
| OTHER ANSWER | 3 |
| DON'T KNOW | 4 |
| REFUSED TO ANSWER | 5 |

d. What are the first ten amendments to the U.S. Constitution called?

*CPCONST*

| | |
|---|---|
| BILL OF RIGHTS | 1 |
| OTHER ANSWER | 2 |
| DON'T KNOW | 3 |
| REFUSED TO ANSWER | 4 |

e. Which of the two major parties is in favor of the larger defense budget?

*CPDFENS*

| | |
|---|---|
| REPUBLICAN | 1 |
| DEMOCRATIC | 2 |
| OTHER ANSWER | 3 |
| DON'T KNOW | 4 |
| REFUSED TO ANSWER | 5 |

PKCLOSE. Those are all the questions about communities and government.

[IF RESPONDENT ASKS HOW WELL HE/SHE DID ON THE LAST SERIES OF QUESTIONS OR FOR THE RIGHT ANSWERS, SAY: I don't have those questions or your answers on the screen any longer, but if you give me your address at the end of the interview, I can mail the correct answers to you.]

***Parent/Guardian Characteristics*** [Path = All]

*Mother Items*

*Ask PLINTRO through PM10 only once per mother/father in the household.*

PLINTRO. These next questions are about [you/(and) (CHILD)'s (mother/stepmother/foster mother) (father/stepfather/foster father). [Let's start with (you/(CHILD)'s mother).]

*If HHMOM = 1, 2, or 3 (mother or female guardian) and respondent is not the screener respondent, ask PL1. Else, if HHMOM = 1, 2, or 3 (mother or female guardian) and respondent is the screener respondent, copy SX20 to PL1 and go to box after PL1.*
*Else, if HHMOM = 4 (no mother/female guardian), go to box after PL11.*

PL1. What was the first language [you/(CHILD)'s (mother/stepmother/foster mother)] learned to speak?

| | | | |
|---|---|---|---|
| | ENGLISH | 1 | (GO TO PL3) |
| *MOMLANG* | SPANISH | 2 | (GO TO BOX) |
| | SPANISH AND ENGLISH EQUALLY | 3 | (GO TO BOX) |
| | ANOTHER LANGUAGE | 91 | (GO TO BOX) |
| MOMLANOS/R | SPECIFY_____ | | |

*If (mother/stepmother/foster mother) is respondent or the female respondent in a household where HHMOM = 3, copy response from PA4 to PL2 and go to box after PL2. Else, ask PL2.*

PL2. What language does (CHILD)'s (mother/stepmother/foster mother) speak most at home now?

| | | |
|---|---|---|
| | ENGLISH | 1 |
| *MOMSPEAK* | SPANISH | 2 |
| | SPANISH AND ENGLISH EQUALLY | 3 |
| | ANOTHER LANGUAGE | 91 |
| *MOMSPEOS/R* | SPECIFY_____ | |

*If respondent is the screener respondent, copy SX13 and SX14 for mother/stepmother/foster mother/female respondent to PL3 and PL4 and go to PL5. Else, ask PL3.*

PL3. What is the highest grade or year of school that [you/(CHILD)'s (mother/stepmother/foster mother)] completed?

| | | | |
|---|---|---|---|
| | UP TO 8TH GRADE | 1 | (ENTER ACTUAL GRADE, GO TO PL4) |
| *MOMGRADE* | 9TH TO 11TH GRADE | 2 | (ENTER ACTUAL GRADE, GO TO PL4) |
| *MOMGRAD1* | 12TH GRADE BUT NO DIPLOMA | 3 | (GO TO PL4) |
| *MOMGRAD2* | HIGH SCHOOL DIPLOMA/EQUIVALENT | 4 | (GO TO PL5) |
| | VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA | 5 | (GO TO PL4) |
| | VOC/TECH DIPLOMA AFTER HIGH SCHOOL | 6 | (GO TO PL4) |
| | SOME COLLEGE BUT NO DEGREE | 7 | (GO TO PL4) |
| | ASSOCIATE'S DEGREE | 8 | (GO TO PL5) |
| | BACHELOR'S DEGREE | 9 | (GO TO PL5) |
| | GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE | 10 | (GO TO PL5) |
| | MASTER'S DEGREE (MA, MS) | 11 | (GO TO PL5) |
| | DOCTORATE DEGREE (PHD, EDD) | 12 | (GO TO PL5) |
| | PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) | 13 | (GO TO PL5) |

PL4. (Do you/Does she) have a high school diploma or its equivalent, such as a GED?

| | | | |
|---|---|---|---|
| | YES | 1 | |
| *MOMDIPL* | NO | 2 | |

PL5. During the past week, did [you/(CHILD)'s (mother/stepmother/foster mother) work at a job for pay?

| | | | |
|---|---|---|---|
| | YES | 1 | (GO TO PL7) |
| *MOMWORK* | NO | 2 | (GO TO PL6) |
| | RETIRED | 3 | (GO TO PL8) |
| | DISABLED/UNABLE TO WORK | 4 | (GO TO PL8) |

PL6. (Were you/Was she) on leave or vacation from a job?

| | | | |
|---|---|---|---|
| | YES | 1 | (GO TO PL7) |
| *MOMLEAVE* | NO | 2 | (GO TO PL8) |

PL7. About how many total hours per week (do you/does she) usually work for pay, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

*MOMHOURS* WEEKLY HOURS . . . . . ☐☐

PL8. In the past 12 months, how many months (,if any,) (have you/has she) worked for pay?

*MOMMTHS* MONTHS . . . . . ☐☐

*If PL5 or PL6 = 1 (working or on leave/vacation), go to box after PL11. If PL5 = 3 (retired), autocode PL11 = 3 and go to box after PL11. Else, if PL5 = 4 (disabled/unable to work), autocode PL11 = 4 and go to box after PL11. Else, ask PL9.*

PL9. (Have you/Has she) been actively looking for work in the past 4 weeks?

| | | | |
|---|---|---|---|
| | YES | 1 | (GO TO PL10) |
| *MOMLOOK* | NO | 2 | (GO TO PL11) |

PL10. What (have you/has she) been doing in the past 4 weeks to find work...

| | | |
|---|---|---|
| *MOMPUBL* | CHECKED WITH A PUBLIC EMPLOYMENT AGENCY | 1 |
| *MOMPRIV* | CHECKED WITH A PRIVATE EMPLOYMENT AGENCY | 2 |
| *MOMEMPL* | CHECKED WITH AN EMPLOYER DIRECTLY OR SENT YOUR RESUME | 3 |
| *MOMREL* | CHECKED WITH FRIENDS OR RELATIVES | 4 |
| *MOMANSAD* | PLACED OR ANSWERED ADS/SENT RESUMES | 5 |
| *MOMREAD* | READ WANT-ADS | 6 |
| *MOMOTHER* | SOMETHING ELSE | 91 |
| *MOMOTHOS/R* | SPECIFY_____ | |

*If PL10 = 1 through 5 (looking for work), go to box after PL11. Else, ask PL11.*

PL11. What (were you/was she) doing most of last week? Would you say...

| | | |
|---|---|---|
| | Keeping house or caring for children, | 1 |
| *MOMACTY* | Going to school, | 2 |
| | Retired, | 3 |
| | Unable to work, or | 4 |
| | Something else? | 91 |
| *MOMACTOS/R* | What was that?_____ | |

*If HHDAD = 1, 2, or 3 (father or male guardian) and respondent is not the screener respondent, ask PM1. Else, if HHDAD = 1, 2, or 3 (father or male guardian) and respondent is the screener respondent, copy SX20 to PM1 and go to box after PM1. Else, if HHDAD = 4 (no father or male guardian), go to first box after PM10.*

*Father Items*

PM1. What was the first language [you/(CHILD)'s (father/stepfather/foster father)] learned to speak?

| | | | |
|---|---|---|---|
| | ENGLISH | 1 | (GO TO PM3) |
| *DADLANG* | SPANISH | 2 | (GO TO BOX) |
| | SPANISH AND ENGLISH EQUALLY | 3 | (GO TO BOX) |
| | ANOTHER LANGUAGE | 91 | (GO TO BOX) |
| *DADLANOS/R* | SPECIFY_____ | | |

*If (father/stepfather/foster father) is respondent or the male respondent in a household where HHDAD = 3, copy responses from PA4 to PM2 and go to box after PM2.*

PM2. What language does (CHILD)'s (father/stepfather/foster father) speak most at home now?

| | | |
|---|---|---|
| | ENGLISH . . . . . 1 | |
| *DADSPEAK* | SPANISH . . . . . 2 | |
| | SPANISH AND ENGLISH EQUALLY . . . . . 3 | |
| | ANOTHER LANGUAGE . . . . . 91 | |
| *DADSPEOS/R* | SPECIFY_____ | |

*If respondent is the screener respondent, copy SX13 and SX14 for father/stepfather/foster father/male respondent to PM3 and PM4, and go to PM5. Else, ask PM3.*

PM3. What is the highest grade or year of school that [you/(CHILD)'s (father/stepfather/foster father)] completed?

| | | |
|---|---|---|
| | UP TO 8TH GRADE . . . . . 1 | (ENTER ACTUAL GRADE, GO TO PM4) |
| *DADGRADE* | 9TH TO 11TH GRADE . . . . . 2 | (ENTER ACTUAL GRADE, GO TO PM4) |
| *DADGRAD1* | 12TH GRADE BUT NO DIPLOMA . . . . . 3 | (GO TO PM4) |
| *DADGRAD2* | HIGH SCHOOL DIPLOMA/EQUIVALENT . . . . . 4 | (GO TO PM5) |
| | VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA . . . . . 5 | (GO TO PM4) |
| | VOC/TECH DIPLOMA AFTER HIGH SCHOOL . . . . . 6 | (GO TO PM4) |
| | SOME COLLEGE BUT NO DEGREE . . . . . 7 | (GO TO PM4) |
| | ASSOCIATE'S DEGREE . . . . . 8 | (GO TO PM5) |
| | BACHELOR'S DEGREE . . . . . 9 | (GO TO PM5) |
| | GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE . 10 | (GO TO PM5) |
| | MASTER'S DEGREE (MA, MS) . . . . . 11 | (GO TO PM5) |
| | DOCTORATE DEGREE (PHD, EDD) . . . . . 12 | (GO TO PM5) |
| | PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) . 13 | (GO TO PM5) |

PM4. (Do you/Does he) have a high school diploma or its equivalent, such as a GED?

| | | |
|---|---|---|
| | YES . . . . . 1 | |
| *DADDIPL* | NO . . . . . 2 | |

PM5. During the past week, did [you/(CHILD)'s (father/stepfather/foster father)] work at a job for pay?

| | | |
|---|---|---|
| | YES . . . . . 1 | (GO TO PM7) |
| *DADWORK* | NO . . . . . 2 | (GO TO PM6) |
| | RETIRED . . . . . 3 | (AUTOCODE PM10 = 3 AND GO TO BOX AFTER PM10) |
| | DISABLED/UNABLE TO WORK . . . . . 4 | (AUTOCODE PM10 = 4 AND GO TO BOX AFTER PM10) |

PM6. (Were you/Was he) on leave or vacation from a job?

| | | |
|---|---|---|
| | YES . . . . . 1 | (GO TO PM7) |
| *DADLEAVE* | NO . . . . . 2 | (GO TO PM8) |

PM7. About how many total hours per week (do you/does he) usually work for pay, counting all jobs? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

| | |
|---|---|
| *DADHOURS* | WEEKLY HOURS . . . . . □□ |



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*If PM5 or PM6 = 1 (working or on leave/vacation), go to first box after PM10. Else, ask PM8.*

PM8. (Have you/Has he) been actively looking for work in the past 4 weeks?

| | | | |
|---|---|---|---|
| | YES | 1 | (GO TO PM9) |
| *DADLOOK* | NO | 2 | (GO TO PM10) |

PM9. What (have you/has he) been doing in the past 4 weeks to find work?

| | | |
|---|---|---|
| *DADPUBL* | CHECKED WITH A PUBLIC EMPLOYMENT AGENCY | 1 |
| *DADPRIV* | CHECKED WITH A PRIVATE EMPLOYMENT AGENCY | 2 |
| *DADEMPL* | CHECKED WITH AN EMPLOYER DIRECTLY OR SENT YOUR RESUME | 3 |
| *DADREL* | CHECKED WITH FRIENDS OR RELATIVES | 4 |
| *DADANSAD* | PLACED OR ANSWERED ADS/SENT RESUMES | 5 |
| *DADREAD* | READ WANT-ADS | 6 |
| *DADOTHER* | SOMETHING ELSE | 91 |
| *DADOTHOS/R* | SPECIFY_____ | |

*If PM9 = 1 through 5 (looking for work), go to first box after PM10. Else, go to PM10.*

PM10. What (were you/was he) doing most of last week? Would you say...

| | | |
|---|---|---|
| | Keeping house or caring for children, | 1 |
| *DADACTY* | Going to school, | 2 |
| | Retired, | 3 |
| | Unable to work, or | 4 |
| | Something else? | 91 |
| *DADACTOS/R* | What was that?_____ | |

***Involvement of the Non-Residential Parent*** [Path = All]

*If HHMOM NE 1 (no birth/adoptive mother in the household), ask about mother and set NONRTYPE = 1. If HHDAD NE 1 (no birth/adoptive father in household), ask about father and set NONRTYPE = 2. If both HHDAD and HHMOM NE 1, ask about both mother and father separately. Else, go to LINTRO (Household Public Library Use introduction in Screener.)*

*If PA6 = 2 (adoptive mother) and HHDAD NE 1 (no birth/adoptive father in the household) or PA7 = 2 (adoptive father) and HHMOM NE 1 (no birth/adoptive mother in the household), ask PN1. Else, go to PNINTRO.*

PN1. You said before that you are (CHILD)'s adoptive (mother/father). Does (CHILD) have an adoptive (mother/father)?

| | | | |
|---|---|---|---|
| | YES | 1 | |
| *NRADOPTV* | NO | 2 | |

*If PN1 = 1 (child has adoptive mother or father), ask about adoptive parent in PNINTRO. Else, if PN1 = 2 (no adoptive mother or father), go to LINTRO.*

PNINTRO Now I would like to ask you a few questions about how much contact (CHILD)'s (birth/adoptive) (mother/father) (who doesn't live with you) has had with (him/her).

PN2. [IF RESPONDENT REFUSES TO ANSWER ANY QUESTIONS ABOUT THE OTHER PARENT, ENTER "6" FOR PN2 AND GO TO NEXT QUESTION.]
(During this school year/Since September), has (CHILD) lived with you most of the time, lived with (his/her) (mother/father), or has (he/she) lived about half the time with you and half the time with (his/her) (mother/father)?

| | | | |
|---|---|---|---|
| | WITH RESPONDENT | 1 | (GO TO PN3) |
| *NRLIVAR1-* | MOST OF THE TIME WITH OTHER PARENT | 2 | (GO TO BOX AFTER PN6OV2) |
| *NRLIVAR1-* | HALF AND HALF | 3 | (GO TO BOX AFTER PN6OV2) |
| | DECEASED | 4 | (GO TO PN3) |
| | CHILD NEVER HAD CONTACT WITH OTHER PARENT | 5 | (GO TO PN9) |
| | RESPONDENT DOES NOT WANT TO ANSWER ANY QUESTIONS | 6 | (GO TO LINTRO) |
| *NRLIVOS1/R-* | OTHER | 91 | (GO TO PN3) |
| *NRLIVOS2/R* | SPECIFY_____ | | |

PN3. How long has it been since (CHILD)'s (mother/father) lived in the same household with (CHILD), if ever?

| | | | |
|---|---|---|---|
| *NRLIVEV1-* | NEVER LIVED IN HOUSEHOLD | 0 | (GO TO PN4) |
| *NRLIVEV2* | NUMBER GIVEN | 1 | (GO TO PN3OV1) |
| | CHILD NEVER HAD CONTACT WITH OTHER PARENT | 2 | (GO TO PN9) |
| | RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS | 3 | (GO TO LINTRO) |
| PN3OV1. *NRLIVNU1-* *NRLIVNU2* | NUMBER | □□ | (GO TO PN3OV2) |
| PN3OV2. | UNIT: | | |
| *NRLIVUN1* | DAYS | 1 | |
| *NRLIVUN2* | WEEKS | 2 | |
| | MONTHS | 3 | |
| | YEARS | 4 | |



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PN4. [IF OTHER PARENT DECEASED, ENTER "3" FOR PN4 AND GO TO NEXT QUESTION.]
Does (CHILD) currently have any contact with (his/her) (mother/father)?

| | | | |
|---|---|---|---|
| | YES | 1 | (GO TO PN5) |
| *NRCONTA1-* | NO | 2 | (GO TO PN6) |
| *NRCONTA2* | DECEASED | 3 | (GO TO LINTRO) |
| | CHILD NEVER HAD CONTACT WITH OTHER PARENT | 4 | (GO TO PN9) |
| | RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS | 5 | (GO TO LINTRO) |

PN5. In a typical month, about how many times does (CHILD)...

| | | | TIMES |
|---|---|---|---|
| *NRPHONE1-* *NRPHONE2* | a. | Talk to (his/her) (mother/father) on the phone? | ☐☐ |
| *NRLETTR1-* *NRLETTR2* | b. | Get a letter from (him/her)? [TYPICAL MONTH] | ☐☐ |
| *NRSEE1-* *NRSEE2* | c. | See (his/her) (mother/father) in person? [TYPICAL MONTH] | ☐☐ |

*If PN5a = 0 (does not talk on phone with other parent in typical month), go to PN5OV1. Else, go to PN5b.*

PN5OV1. In the past year, about how many times has (CHILD) talked to (his/her) (mother/father) on the phone?

*NRPHONY1-* *NRPHONY2* TIMES ☐☐

*If PN5b = 0 (does not get a letter in a typical month), go to PN5OV2. Else, go to PN5c.*

PN5OV2. In the past year, about how many times has (CHILD) gotten a letter from (his/her) (mother/father)?

*NRLETTY1-* *NRLETTY2* TIMES ☐☐

*If PN5c = 0 (does not see other parent in a typcial month), go to PN5OV3. Else, go to box after PN5OV3.*

PN5OV3. In the past year, about how many times has (CHILD) seen (his/her) (mother/father)? Would you say...

| | | |
|---|---|---|
| | None, | 0 |
| | 1 to 6 days, | 1 |
| *NRSEEY1-* | 7 to 14 days, | 2 |
| *NRSEEY2* | 15 to 30 days, or | 3 |
| | Over 30 days? | 4 |

*If all PN5 a, b, c = 0, ask PN6. Else, go to box after PN6OV2.*

PN6. How long has it been since (CHILD) last had contact with (his/her) (mother/father)?

*NRLSTCO1-NRLSTCO2*

| | | |
|---|---|---|
| NUMBER GIVEN | 1 | (GO TO PN6OV1) |
| CHILD NEVER HAD CONTACT WITH OTHER PARENT | 2 | (GO TO PN9) |
| RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS | 3 | (GO TO LINTRO) |

PN6OV1. NUMBER ☐☐ (GO TO PN6OV2)

*NRLSTNU1-NRLSTNU2*

PN6OV2. UNIT:

*NRLSTUN1-NRLSTUN2*

| | |
|---|---|
| DAYS | 1 |
| WEEKS | 2 |
| MONTHS | 3 |
| YEARS | 4 |

*If FIPATH = H or (PN6 > 12 months (child has not had contact in more than 12 months)) or (FIPATH = N and PC1 = 2 and PC2 = 2 (child not in Head Start or a program)), go to PN9. Else, if telephone number ends with an even number, ask PN7. Else, if telephone number ends with an odd number, go to box after PN7.*

PN7. Since (the beginning of this school year/September), has (CHILD)'s (mother/father)...

| | | | YES | NO | |
|---|---|---|---|---|---|
| *NRMEET* | a. | Attended a general (school/Head Start program/PROGRAM) meeting, for example, (an open house), a back-to-school night or a meeting of a parent-teacher organization? | 1 | 2 | |
| *NRATCNFN* | b. | Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]? | 1 | 2 | |
| *NRSPORT* | c. | Attended a (school/Head Start program/PROGRAM) or class event, such as a play (or) sports event (or science fair) because of (CHILD)? | 1 | 2 | |
| *NRVOLNTR* | d. | Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee? | 1 | 2 | (GO TO PN9) |

*If FIPATH = N, ask a and c through f of PN8. Else, if FIPATH = E, M, or S, ask a, b, and d through f of PN8.*

PN8. Since (the beginning of this school year/September), has (CHILD)'s (mother/father)...

| | | | YES | NO |
|---|---|---|---|---|
| *NRBAC* | a. | Attended (an open-house or) a back-to-school night? | 1 | 2 |
| *NRATTPTA* | b. | Attended a meeting of a PTA, PTO, or Parent-Teacher Student Organization? | 1 | 2 |
| *NRATTCOU* | c. | Gone to a meeting of a parent advisory group or policy council? | 1 | 2 |
| *NRATCNFN* | d. | Gone to a regularly-scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]? | 1 | 2 |
| *NRSPORT* | e. | Attended a (school/Head Start/program) or class event, such as a play, (or) sports event (or science fair) because of (CHILD)? | 1 | 2 |
| *NRVOLNTR* | f. | Acted as a volunteer at the (school/Head Start program/program) or served on a committee? | 1 | 2 |

PN9. In the past 12 months, (have you/has your family) received any child support payments for (CHILD) from (his/her) (mother/father)?

*NRSUPRT1-*
*NRSUPRT2*

YES . . . . . 1
NO . . . . . 2

*If this is the first interview inthe household, goth LINTRO.*
*Else go to CLOSE2.*

***Household Public Library Usage*** *(see LINTRO Screener)*

***Household Characteristics*** *(see Screener)*

CLOSE1. Thank you, but we are only asking about children in a specific age or grade range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

CLOSE2. Thank you, those are all the questions I have about (CHILD). [Please hold on for a moment while I check to see if there is anyone else I need to ask about/May we have your permission to speak with (CHILD)? We'll be asking some of the same questions that we asked you, but it will only take about 10 minutes. Is (CHILD) available?]

PERMISSION GRANTED/CHILD IS AVAILABLE . . . . . 1 (GO TO MESSAGE)
PERMISSION GRANTED/CHILD IS NOT AVAILABLE . . . . . 2 (GO TO MESSAGE)
PERMISSION REFUSED . . . . . 3 (GO TO HHSELECT AND CODE CASE RY)

[RECORD RELATIONSHIP/NAME OF PERSON GIVING PERMISSION FOR YOUTH INTERVIEW AND ANY SPECIAL CONDITIONS.]

## *NHES:96 Youth Civic Involvement Interview*

YINTRO. Hello, this is [INTERVIEWER]. I'm calling for the U.S. Department of Education. We are asking students across the country to volunteer to participate in a confidential study. We are interested in types of learning activities both in school and out of school. These questions usually take about 12 minutes.

***Family Involvement in Education*** [Path = All]

*If FIPATH = H, go to YA2.*

YA1. First, how often do you talk with [(your parents)/(your mother/stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)] about school? Would you say...

*FESCHOOL*

Never, . . . . . 1
Less than once a month, . . . . . 2
Once or twice a month, . . . . . 3
About once a week, or . . . . . 4
Almost every day? . . . . . 5

YA2. (First,) In the past month, have you discussed future high school courses or plans after high school with [(your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or mother/stepmother/ foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)]/(them/her/him)?

*FEFUTURE*

YES . . . . . 1
NO . . . . . 2

*If FIPATH = H, go to YA6.*

YA3. Would you say that your family is less involved in your (current) school than you would like, about as involved as you would like, or more involved than you would like?

*FESCHINV*

LESS THAN WOULD LIKE . . . . . 1
ABOUT RIGHT . . . . . 2
MORE THAN WOULD LIKE . . . . . 3

NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

YA4. Since school started this year, how often has your (current) school expected you to bring home written information or notices for your family? Would you say...

| | | | |
|---|---|---|---|
| | Never, | 1 | (GO TO YA6) |
| *FENOTICE* | Less than once a month, | 2 | (GO TO YA5) |
| | Once or twice a month, or | 3 | (GO TO YA5) |
| | Once a week or more? | 4 | (GO TO YA5) |

A5. Would you say that you give them the written information or notices...

| | | |
|---|---|---|
| | Almost always, | 1 |
| *FENOTGIV* | Sometimes, or | 2 |
| | Hardly ever? | 3 |

YA6. Does your family have any rules for you about...

| | | | YES | NO |
|---|---|---|---|---|
| *FERBED* | a. | [GRD/EQ 6-8] What time you go to bed on school nights?. | 1 | 2 |
| *FERSCHNT* | b. | [GRD/EQ 9-12] What time you have to be home on school nights?. | 1 | 2 |
| *FERHMWRK* | c. | Doing your homework? | 1 | 2 |
| *FERTVTIM* | d. | Rules about the amount of time you are allowed to watch television? | 1 | 2 |
| *FERTVPRG* | e. | Rules about what television programs you are allowed to watch? | 1 | 2 |

YA7. (Do/Does) [(your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(and mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)(or (the) other adult(s) in your household)]...

| | | | OFTEN | SOME-TIMES | HARDLY EVER |
|---|---|---|---|---|---|
| *FEFAMDEC* | a. | Talk over important family decisions with you often, sometimes, or hardly ever? | 1 | 2 | 3 |
| *FEYRSIDE* | b. | Listen to your side of an argument often, sometimes, or hardly ever? | 1 | 2 | 3 |
| *FERULES* | c. | Let you have a say in making up rules that concern you often, sometimes, or hardly ever? | 1 | 2 | 3 |

*If FIPATH = H, go to YBINTRO. Else, go to YA8.*

YA8. (PE1a-e)[3] Now I'd like your opinion about your (current) school. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

| | | | SA | A | D | SD |
|---|---|---|---|---|---|---|
| *FECHALNG* | a. | I am challenged at school [ACADEMICALLY] | 1 | 2 | 3 | 4 |
| *FEENJOY* | b. | I enjoy school | 1 | 2 | 3 | 4 |
| *FETEADIS* | c. | My teachers maintain good discipline in the classroom | 1 | 2 | 3 | 4 |
| *FERESPCT* | d. | In my school, most students and teachers respect each other | 1 | 2 | 3 | 4 |
| *FEPRIDIS* | e. | The principal and assistant principal maintain good discipline at my school | 1 | 2 | 3 | 4 |
| *FEWATCH* | f. | My family keeps a close watch on how I am doing in school | 1 | 2 | 3 | 4 |
| *FELISTEN* | g. | In my school, the opinions of the students are listened to | 1 | 2 | 3 | 4 |

***Activities that Promote or Indicate Personal Responsibility [Path = All]***

YBINTRO. Next I'd like to ask you about (activities that students can do in school, and then I'll ask you about) some activities outside of school. (Please think about the school you go to now.)

*If FIPATH = H, go to YB4.*

YB1. First, does your (current) school have a student government?

| | | |
|---|---|---|
| | YES . . . . . 1 | (GO TO YB2) |
| *PRSTUGOV* | NO . . . . . 2 | (GO TO YB3) |

YB2. This school year, have you served as an officer or representative or run for office or worked on a campaign for your student government?

| | |
|---|---|
| | YES . . . . . 1 |
| *PRREPGOV* | NO . . . . . 2 |

YB3. During this school year, have you participated in any (other) school activities such as sports teams, safety patrol, or school clubs?

| | |
|---|---|
| | YES . . . . . 1 |
| *PRSCHACT* | NO . . . . . 2 |
| | SCHOOL DOES NOT OFFER ANY . . . . . 3 |

YB4. During this school year, have you participated in any activities outside of school, such as music lessons, scouting, church or temple youth group, or organized team sports like soccer?

| | |
|---|---|
| *PRGRPACT* | YES . . . . . 1 |
| | NO . . . . . 2 |

[3]Items with comparable questions on the parent interview show that item number in parentheses.

YB5. During this school year, have you worked at a job for pay, for example, in a restaurant or babysitting?

| | | | |
|---|---|---|---|
| | YES . . . . . | 1 | (GO TO YB6) |
| *PRWORK* | NO . . . . . | 2 | (GO TO YB7) |

YB6. On average, how many hours do you work each week during the school year?

| | | | |
|---|---|---|---|
| *PRWRKHRS* | HOURS PER WEEK . . . . . | □□ | (GO TO YCINTRO) |

YB7. Did you try to find a job during this school year?

| | | |
|---|---|---|
| | YES . . . . . | 1 |
| *PRLOOK* | NO . . . . . | 2 |

***Service Activities*** [Path = All]

YCINTRO. Now I would like to ask you about community service or volunteer activity in your school or community. This includes ongoing activities like tutoring other students, visiting senior citizens, and so on, but does not include work for pay. It might be something done through your school, through your church or synagogue, or on your own.

YC1. During this school year, have you participated in any community service activity or volunteer work at your school or in your community?

| | | |
|---|---|---|
| | YES . . . . . | 1 |
| *SACTY* | NO . . . . . | 2 |

*If YC1 = 1 (participated) go to YC2. Else, if YC1 = 2 (did not participate) and FIPATH = H, go to YC14. Else, if YC1 = 2 (did not participate) and FIPATH = M or S, go to YC8.*

YC2. Please tell me what your service activities were this school year.

| | | |
|---|---|---|
| *SASPEC1/R-* | FIRST ACTIVITY | |
| *SASPEC3/R* | SECOND ACTIVITY | |
| | THIRD ACTIVITY | |

*Ask YC3 through YC6 for up to three activities.*

YC3. Are you participating in (ACTIVITY) now?

| | | |
|---|---|---|
| *SANOW1-* | YES . . . . . | 1 |
| *SANOW3* | NO . . . . . | 2 |

YC4. (Do you/Did you) do (ACTIVITY) on a regular basis, or only once or twice?

| | | | |
|---|---|---|---|
| *SAREG1-* | REGULAR BASIS . . . . . | 1 | (GO TO BOX) |
| *SAREG3* | ONCE OR TWICE . . . . . | 2 | (GO TO BOX) |

*If YC4 = 1 (regular activity), go to YC5. Else, if there is another activity in YC2, ask YC3 about next activity. Else, go to box after YC6OV.*

YC5. During this school year, how many weeks (have you participated/did you participate) in (ACTIVITY)?

***SAWKS1-SAWKS3*** / ***SAWKSOS1/R-SAWKSOS3/R***

| | | |
|---|---|---|
| NUMBER GIVEN . . . . . | 1 | (GO TO YC5OV) |
| SINCE BEGINNING OF SCHOOL YEAR . . . . . | 2 | (GO TO YC6) |
| OTHER . . . . . | 91 | (GO TO YC6) |

SPECIFY_____

YC5OV. NUMBER OF WEEKS . . . . . ☐☐
***SAWKSNU1-SAWKSNU3*** [CODE FRACTION TO NEAREST WHOLE NUMBER.]

YC6. During the weeks you (have done/did) (ACTIVITY), how many hours per week did you do it?
***SAHRS1-SAHRS3***

| | | |
|---|---|---|
| NUMBER GIVEN . . . . . | 1 | (GO TO YC6OV) |
| OTHER . . . . . | 91 | (GO TO BOX) |

***SAHRSOS1/R-SAHRSOS3/R***

SPECIFY_____

YC6OV. NUMBER OF HOURS PER WEEK . . . . . ☐☐
***SAHRSNU1-SAHRSNU3*** [CODE FRACTION TO NEAREST WHOLE NUMBER.]

*If there is another activity, go to YC3. Else, go to next box.*

*If FIPATH = H, go to YC15.*

YC7. (Is/Was) (any of) your community service activity this year arranged or offered by your (current) school?

| | | |
|---|---|---|
| YES . . . . . | 1 | (AUTOCODE YC8 = 1 AND GO TO YC9) |
| ***SAARRYOU*** NO . . . . . | 2 | (GO TO YC8) |

YC8. Does your school arrange or offer any service activities that students can participate in?

| | |
|---|---|
| YES . . . . . | 1 |
| ***SAARRSER*** NO . . . . . | 2 |

YC9. Is participation in a service activity <u>required</u> for students in your school, for example, do all students have to do a certain number of hours of community service before graduating?

| | |
|---|---|
| YES . . . . . | 1 |
| ***SAREQSER*** NO . . . . . | 2 |



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*If YC1 = 1 (participated in a service activity) and YC9 = 1 (service activity required by the school), ask YC10. Else, if YC1 = 1 (participated in a service activity) and YC9 = 2 (service activity not required by the school), go to YC11. Else, if YC1 = 2 (did not participate in a service activity), go to YC14.*

YC10. (Is/Was) <u>your</u> participation in any service activity this school year required by your (current) school?

YES . . . . . 1
***SAREQYOU*** NO . . . . . 2

YC11. (Do you/Did you) have a chance to talk about your service experience in class or in a group session with other students?

YES . . . . . 1
***SATALK*** NO . . . . . 2

YC12. (Are you/Were you) required to keep a journal or write an essay about your service experience?

YES . . . . . 1
***SAJOURNL*** NO . . . . . 2

YC13. (Does/Did) your service activity contribute toward your grade in any class?

YES . . . . . 1 (GO TO YC15)
***SAGRADE*** NO . . . . . 2 (GO TO YC15)

YC14. Will you participate in any kind of community service activity sometime before the end of this school year?

YES . . . . . 1
***SASCHLYR*** NO . . . . . 2

YC15. Do you think you will be doing any kind of community service activity next year?

YES . . . . . 1
***SANEXTYR*** NO . . . . . 2

YC16. Have you ever heard of...

| | | | YES | NO |
|---|---|---|---|---|
| ***PSPEACE*** | a. | The Peace Corps? . . . . . | 1 | 2 |
| ***PSVISTA*** | b. | VISTA? . . . . . | 1 | 2 |
| ***PSAMCORP*** | c. | AmeriCorps? . . . . . | 1 | 2 |

YC17. [(Do either or both of your parents)/Does (your (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(or any other adult in your household)] participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

(PK9)

YES . . . . . 1

*SASERVC* NO . . . . . 2

***Activities that Promote Civic Involvement*** [Path = All]

*Information About Politics and National Issues*

YD1. Now I have some questions about the national news. This means, for example, news about what is happening in Congress, what the President is doing, or what political candidates are saying. How often do you read about the national news in a newspaper or newsmagazine like *Newsweek, Time,* or *U.S. News and World Report*? Would you say...

(PK1)

Almost every day, . . . . . 1

At least once a week, . . . . . 2

*CYRDNEWU* At least once a month, or . . . . . 3

Hardly ever? . . . . . 4

YD2. How often do you watch the national news on television or listen to the national news on the radio? Would you say...

(PK3)

| | | |
|---|---|---|
| Almost every day, . . . . . 1 | (GO TO YD3) |
| At least once a week, . . . . . 2 | (GO TO YD3) |
| *CYWATCHU* At least once a month, or . . . . . 3 | (GO TO YD3) |
| Hardly ever? . . . . . 4 | (GO TO YD4) |

YD3. During the past week, did you watch or listen to the national news with [(your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)) (or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]?

(PK6)

YES . . . . . 1

*CYNEWSHH* NO . . . . . 2

YD4. Thinking about the current school year, how often do you usually talk about politics or national issues with [(your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)) (or mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)]? Would you say...

Almost every day, . . . . . 1

At least once a week, . . . . . 2

*CYISTALK* At least once a month, or . . . . . 3

Hardly ever? . . . . . 4

*If FIPATH = S or [FIPATH = H and (grade equivalent = 9 through 12) or (grade equivalent = U and AGE95 > = 14)], go to YD5. Else, go to YD10.*

YD5. (PK12) Now I'd like your opinion on some things. There are no right or wrong answers.

| | | | YES | NO |
|---|---|---|---|---|
| *CYCOMPLI* | a. | People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you? | 1 | 2 |
| *CYFAMSAY* | b. | Also, people might say, "My family doesn't have any say in what the federal government does." Is this true for your family? | 1 | 2 |
| *CYAGNST* | c. | If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak? | 1 | 2 |
| *CYBOOK* | d. | Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept out of a public library? | 1 | 2 |

YD6. (PK13) Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

*CYLETTER*

YES . . . . . 1
NO . . . . . 2

YD7. (PK14) Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or a statement at a public meeting?

*CYMTG*

YES . . . . . 1
NO . . . . . 2
DEPENDS ON MEETING, DEPENDS ON ISSUE, ETC. . . . . 3
WOULD NEVER WANT TO MAKE A STATEMENT . . . . . 4

*If telephone number ends with an odd number, ask YD8. Else, ask YD9.*

YD8. (PK15) Now, here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Al Gore?

*CYVP*

VICE PRESIDENT . . . . . 1
ANOTHER ANSWER . . . . . 2
DON'T KNOW . . . . . 3
REFUSED TO ANSWER . . . . . 4

b. Whose responsibility is it to determine if a law is constitutional or not...is it the president, the Congress, or the Supreme Court?

*CYLAW*

SUPREME COURT . . . . . 1
PRESIDENT . . . . . 2
CONGRESS . . . . . 3
ANOTHER ANSWER . . . . . 4
DON'T KNOW . . . . . 5
REFUSED TO ANSWER . . . . . 6

c. Which party now has the most members in the House of Representatives in Washington?

*CYHOUSE*

REPUBLICAN PARTY . . . . . 1
DEMOCRATIC PARTY . . . . . 2
ANOTHER ANSWER . . . . . 3
DON'T KNOW . . . . . 4
REFUSED TO ANSWER . . . . . 5

d. How much of a majority is required for the U.S. Senate and House to override a presidential veto?

*CYVETO*

TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE . . . . . 1
ANOTHER ANSWER . . . . . 2
DON'T KNOW . . . . . 3
REFUSED TO ANSWER . . . . . 4

e. Which of the two major parties is more conservative at the national level?

*CYCONSRV*

REPUBLICAN PARTY . . . . . 1 (GO TO YD10)
DEMOCRATIC PARTY . . . . . 2 (GO TO YD10)
NEITHER ONE . . . . . 3 (GO TO YD10)
ANOTHER ANSWER . . . . . 4 (GO TO YD10)
DON'T KNOW . . . . . 5 (GO TO YD10)
REFUSED TO ANSWER . . . . . 6 (GO TO YD10)

YD9. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

(PK16)

a. What job or political office is now held by Newt Gingrich?

*CYSPKR*

SPEAKER (HEAD) OF THE HOUSE OF REPRESENTATIVES . . . . . 1
CONGRESSMAN/REPRESENTATIVE (TO CONGRESS) (FROM GEORGIA) . . . . . 2
ANOTHER ANSWER . . . . . 3
DON'T KNOW . . . . . 4
REFUSED TO ANSWER . . . . . 5

b. Whose responsibility is it to nominate judges to the federal courts... the President, the Congress, or the Supreme Court?

*CYJUDGE*

PRESIDENT . . . . . 1
CONGRESS . . . . . 2
SUPREME COURT . . . . . 3
ANOTHER ANSWER . . . . . 4
DON'T KNOW . . . . . 5
REFUSED TO ANSWER . . . . . 6

c. Which party now has the most members in the U.S. Senate?

*CYSENATE*

REPUBLICAN . . . . . 1
DEMOCRATIC . . . . . 2
ANOTHER ANSWER . . . . . 3
DON'T KNOW . . . . . 4
REFUSED TO ANSWER . . . . . 5

d. What are the first ten amendments to the U.S. Constitution called?

*CYCONST*

BILL OF RIGHTS . . . . . 1
ANOTHER ANSWER . . . . . 2
DON'T KNOW . . . . . 3
REFUSED TO ANSWER . . . . . 4

e. Which of the two major parties is in favor of the larger defense budget?

*CYDFENS*

REPUBLICAN . . . . . 1
DEMOCRATIC . . . . . 2
ANOTHER ANSWER . . . . . 3
DON'T KNOW . . . . . 4
REFUSED TO ANSWER . . . . . 5

YD10. During this school year, have you had any courses that required you to pay attention to government, politics, or national issues?

YES . . . . . 1
*CYCRSE* NO . . . . . 2

YD11. Last year, did you have any courses that required you to pay attention to government, politics, or national issues?

YES . . . . . 1
*CYCRSLST* NO . . . . . 2

*If YD10 or YD11 = 1 (courses about government, politics, or national issues), ask YD12.*
*Else, go to YD13.*

YD12. As a result of the(se) course(s) at school, would you say your interest in things like politics and national issues increased...

*CYINTRST*

A good deal, . . . . . 1
Some, or . . . . . 2
Not much at all? . . . . . 3

YD13. During this school year, have you done any of the following things in any class at (your current) school...

| | | | YES | NO |
|---|---|---|---|---|
| *CYSCHLET* | a. | Written a letter to someone you did not know? . . . . | 1 | 2 |
| *CYSCHSPE* | b. | Given a speech or an oral report? . . . . . | 1 | 2 |
| *CYSCHDEB* | c. | Taken part in a debate or discussion in which you had to persuade others about your point of view? . . . . . | 1 | 2 |

CLOSE. Thank you very much. Those are all the questions I have. Please hold on for a moment while I check to see if there is anyone else I need to speak with.

## *NHES:96 Adult Civic Involvement Interview*

### *Activities That Promote Civic Involvement*

*Information About Politics and National Issues*

RINTRO. [Hello, this is (INTERVIEWER). I'm calling for the U. S. Department of Education. We are conducting a voluntary and confidential study about how people get information about their communities and government and about activities related to civic involvement. These questions take about 12 minutes./Now I'd like to talk to you about information and activities related to civic involvement.]

R1. First, I'd like to ask about what you read. How often do you read a newspaper (in English)? Would it be...

*CARDPAPR*
- Almost every day, . . . . . 1
- At least once a week, . . . . . 2
- At least once a month, or . . . . . 3
- Hardly ever? . . . . . 4

R2. About how many different magazines do you look at or read (in English) on a regular basis?

*CARDMAGS* NUMBER . . . . . □□

R3. Have you read any books (in English) in the past six months?

*CARDBOOK*
- YES . . . . . 1
- NO . . . . . 2

R4. Now I have some questions about the national news. This includes news about what is happening in Congress, what the President is doing, or what political candidates are saying. How often do you read about the national news in a newspaper or a newsmagazine like *Newsweek, Time*, or *U.S. News and World Report*? Would it be...

*CARDNEWU*
- Almost every day, . . . . . 1
- At least once a week, . . . . . 2
- At least once a month, or . . . . . 3
- Hardly ever? . . . . . 4

R5. How often do you watch the national news on television or listen to the national news on the radio?

Would it be...

*CAWATCHU*
- Almost every day, . . . . . 1
- At least once a week, . . . . . 2
- At least once a month, or . . . . . 3
- Hardly ever? . . . . . 4

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NOTE: Response categories shown in mixed cases (upper and lower) are read to the respondent by the interviewer. Those shown in all upper case are not read.

Variables designated by /R appear on the restricted file only.



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*Participation in Community and Political Activity*

RINTRO2. Next, I have some questions about activities you participate in and interests you may have.

R6. Are you a member of any organization, like a community group, church or synagogue, union, or professional organization?

| | | |
|---|---|---|
| | YES | 1 |
| *CAOTHORG* | NO | 2 |

R7. How often did you attend religious services in the past year? Was it...

| | | |
|---|---|---|
| | Never, | 1 |
| *CARELFRQ* | About once or twice, | 2 |
| | Several times during the year, | 3 |
| | About once or twice a month, or | 4 |
| | Nearly every week or more? | 5 |

R8. Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

| | | |
|---|---|---|
| | YES | 1 |
| *CASERVC* | NO | 2 |

R9. Which of the following activities, if any, have you done in the past twelve months, that is, since (MONTH) 1995?

| | | | YES | NO |
|---|---|---|---|---|
| *CAMONEY* | a. | Contributed money to a candidate, a political party, or some political cause? | 1 | 2 |
| *CAVOLUNT* | b. | Worked either for pay or as a volunteer for a candidate, a political party, or some political cause? | 1 | 2 |
| *CATELISS* | c. | Written or telephoned an editor or public official or signed a petition about issues that concern you? | 1 | 2 |
| *CAPUBMTG* | d. | Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization? | 1 | 2 |
| *CABOYCOT* | e. | Participated in a protest or boycott? | 1 | 2 |

R10. Have you voted in a national or state election in the United States in the past 5 years, that is, since 1991?

| | | |
|---|---|---|
| | YES | 1 |
| *CAVOTE5* | NO/NOT A CITIZEN/NOT OLD ENOUGH | 2 |

*Political Attitudes and Knowledge*

R11. Now I'd like your opinion on some things. There are no right or wrong answers.

| | | | YES | NO |
|---|---|---|---|---|
| *CACOMPLI* | a. | People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you? | 1 | 2 |
| *CAFAMSAY* | b. | Also, people might say, "My family doesn't have any say in what the federal government does." Is this true for your family? | 1 | 2 |
| *CAAGNST* | c. | If a person wanted to make a speech in your community against churches and religion, should he or she should be allowed to speak? | 1 | 2 |
| *CABOOK* | d. | Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept out of a public library? | 1 | 2 |

R12. Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

*CALETTER*

YES . . . . . 1
NO . . . . . 2

R13. Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or a statement at a public meeting?

*CAMTG*

YES . . . . . 1
NO . . . . . 2
DEPENDS ON MEETING, ISSUE, ETC. . . . . 3
WOULD NEVER WANT TO MAKE STATEMENT . . . . . 4

*If telephone number ends with an even number, ask R14. Else, ask R15.*

R14. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Al Gore?

*CAVP*

VICE PRESIDENT . . . . . 1
OTHER ANSWER . . . . . 2
DON'T KNOW . . . . . 3
REFUSED TO ANSWER . . . . . 4

b. Whose responsibility is it to determine if a law is constitutional or not... the President, the Congress, or the Supreme Court?

*CALAW*

| | |
|---|---|
| SUPREME COURT | 1 |
| PRESIDENT | 2 |
| CONGRESS | 3 |
| OTHER ANSWER | 4 |
| DON'T KNOW | 5 |
| REFUSED TO ANSWER | 6 |

c. Which party now has the most members in the House of Representatives in Washington?

*CAHOUSE*

| | |
|---|---|
| REPUBLICAN | 1 |
| DEMOCRATIC | 2 |
| OTHER ANSWER | 3 |
| DON'T KNOW | 4 |
| REFUSED TO ANSWER | 5 |

d. How much of a majority is needed for the U.S. Senate and House to override a presidential veto?

*CAVETO*

| | |
|---|---|
| TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE | 1 |
| OTHER ANSWER | 2 |
| DON'T KNOW | 3 |
| REFUSED TO ANSWER | 4 |

e. Which of the two major parties is more conservative at the national level?

*CACONSRV*

| | | |
|---|---|---|
| REPUBLICAN | 1 | (GO TO RINTRO3) |
| DEMOCRATIC | 2 | (GO TO RINTRO3) |
| NEITHER ONE | 3 | (GO TO RINTRO3) |
| OTHER ANSWER | 4 | (GO TO RINTRO3) |
| DON'T KNOW | 5 | (GO TO RINTRO3) |
| REFUSED TO ANSWER | 6 | (GO TO RINTRO3) |

R15. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

a. What job or political office is now held by Newt Gingrich?

*CASPKR*

| | |
|---|---|
| SPEAKER (HEAD) OF THE HOUSE OF REPRESENTATIVES | 1 |
| CONGRESSMAN/REPRESENTATIVE (TO CONGRESS) (FROM GEORGIA) | 2 |
| OTHER ANSWER | 3 |
| DON'T KNOW | 4 |
| REFUSED TO ANSWER | 5 |

b. Whose responsibility is it to nominate judges to the federal courts... the President, the Congress, or the Supreme Court?

*CAJUDGE*

PRESIDENT . . . . . 1
*CONGRESS* . . . . . 2
SUPREME COURT . . . . . 3
OTHER ANSWER . . . . . 4
DON'T KNOW . . . . . 5
REFUSED TO ANSWER . . . . . 6

c. Which party now has the most members in the U.S. Senate?

*CASENATE*

REPUBLICAN . . . . . 1
DEMOCRATIC . . . . . 2
OTHER ANSWER . . . . . 3
DON'T KNOW . . . . . 4
REFUSED TO ANSWER . . . . . 5

d. What are the first ten amendments to the U.S. Constitution called?

*CACONST*

BILL OF RIGHTS . . . . . 1
OTHER ANSWER . . . . . 2
DON'T KNOW . . . . . 3
REFUSED TO ANSWER . . . . . 4

e. Which of the two major parties is in favor of the larger defense budget?

*CADFENS*

REPUBLICAN . . . . . 1
DEMOCRATIC . . . . . 2
OTHER ANSWER . . . . . 3
DON'T KNOW . . . . . 4
REFUSED TO ANSWER . . . . . 5

R15CLOSE. Those are all the questions about communities and government.

[IF RESPONDENT ASKS HOW HE/SHE DID ON THE LAST SERIES OF QUESTIONS OR FOR THE RIGHT ANSWERS, SAY: I don't have those questions or your answers on the screen any longer, but if you give me your address at the end of the interview, I can mail the correct answers to you.]

***Respondent Characteristics***

RINTRO3. The next questions are about your background.

*If there are other household members age 18 or younger and respondent is 12 or more years older than the other household members, ask R16. Else, go to box after R16.*

R16. I have recorded that there [is one person/are (NUMBER) people] in your household age 18 or younger. Are you a parent, stepparent, or guardian of (this child/any of these children)?

*CAPARENT*

YES . . . . . 1
NO . . . . . 2



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*If respondent was screener respondent, copy SX20 to R17 and go to box after R17. Else, ask R17.*

R17. *What was the first language you* learned to speak?

| | | | |
|---|---|---|---|
| *ALANG* | ENGLISH | 1 | (GO TO R19) |
| | SPANISH | 2 | (GO TO R18) |
| | SPANISH AND ENGLISH EQUALLY | 3 | (GO TO R18) |
| | ANOTHER LANGUAGE | 91 | (GO TO R18) |
| *ALANGOS*/R | SPECIFY_____ | | |

*If SX20 for sampled adult NE 1 (first language was not English), ask R18. Else, go to R19.*

R18. What language do you speak most at home now?

| | | |
|---|---|---|
| *ASPEAK* | ENGLISH | 1 |
| | SPANISH | 2 |
| | SPANISH AND ENGLISH EQUALLY | 3 |
| | ANOTHER LANGUAGE | 91 |
| *ASPEAKOS*/R | SPECIFY_____ | |

*If respondent was screener respondent, copy SX13 and SX14 for respondent to R19 and R20 and go to R21.*

R19. What is the highest grade or year of school that you completed?

| | | | |
|---|---|---|---|
| | UP TO 8TH GRADE | 1 | (ENTER ACTUAL GRADE, GO TO R20) |
| *AGRADE* | 9TH TO 11TH GRADE | 2 | (ENTER ACTUAL GRADE, GO TO R20) |
| *AGRAD1* | 12TH GRADE BUT NO DIPLOMA | 3 | (GO TO R20) |
| *AGRAD2* | HIGH SCHOOL DIPLOMA/EQUIVALENT | 4 | (GO TO R21) |
| | VOC/TECH PROGRAM AFTER HIGH SCHOOL | | |
| | ;T NO VOC/TECH DIPLOMA | 5 | (GO TO R20) |
| | OC/TECH DIPLOMA AFTER HIGH SCHOOL | 6 | (GO TO R20) |
| | SOME COLLEGE BUT NO DEGREE | 7 | (GO TO R20) |
| | ASSOCIATE'S DEGREE | 8 | (GO TO R21) |
| | BACHELOR'S DEGREE | 9 | (GO TO R21) |
| | GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE | 10 | (GO TO R21) |
| | MASTER'S DEGREE (MA, MS) | 11 | (GO TO R21) |
| | DOCTORATE DEGREE (PHD, EDD) | 12 | (GO TO R21) |
| | PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) | 13 | (GO TO R21) |

R20. Do you have a high school diploma or its equivalent, such as a GED?

| | | |
|---|---|---|
| | YES | 1 |
| *ADIPL* | NO | 2 |

R21. During the past week, did you work at a job for pay?

| | | | |
|---|---|---|---|
| *AWORK* | YES | 1 | (GO TO R23) |
| | NO | 2 | (GO TO R22) |
| | RETIRED | 3 | (GO TO R24) |
| | DISABLED/UNABLE TO WORK | 4 | (GO TO R24) |

R22. Were you on leave or vacation from a job?

| | | | |
|---|---|---|---|
| *ALEAVE* | YES | 1 | (GO TO R23) |
| | NO | 2 | (GO TO R24) |

R23. About how many total hours per week do you usually work for pay, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

*AHOURS* WEEKLY HOURS . . . . . ☐☐

R24. In the past 12 months, how many months (,if any,) have you worked for pay?

*AMTHS* MONTHS . . . . . ☐☐

*If R21 or R22 = 1 (working or on leave/vacation), go to R28. If R21 = 3 (retired), autocode R27 = 3 and go to R28. If R21 = 4 (disabled/unable to work), autocode R27 = 4 and go to R28. Else, ask R25.*

R25. Have you been actively looking for work in the past 4 weeks?

| | | | |
|---|---|---|---|
| *ALOOK* | YES | 1 | (GO TO R26) |
| | NO | 2 | (GO TO R27) |

R26. What have you been doing in the past 4 weeks to find work...

| | | |
|---|---|---|
| *APUBL* | CHECKED WITH A PUBLIC EMPLOYMENT AGENCY | 1 |
| *APRIV* | CHECKED WITH A PRIVATE EMPLOYMENT AGENCY | 2 |
| *AEMPL* | CHECKED WITH AN EMPLOYER DIRECTLY OR SENT YOUR RESUME | 3 |
| *AREL* | CHECKED WITH FRIENDS OR RELATIVES | 4 |
| *AANSAD* | PLACED OR ANSWERED ADS/SENT RESUMES | 5 |
| *AREAD* | READ WANT-ADS | 6 |
| *AOTHER* | SOMETHING ELSE | 91 |
| *AOTHOS/R* | SPECIFY_____ | |

*If R26 = 1 through 5 (looking for work), go to R28. Else, ask R27.*

R27. What were you doing most of last week? Would you say...

| | | |
|---|---|---|
| | Keeping house or caring for children, | 1 |
| *AACTY* | Going to school, | 2 |
| *AACTOS*/R | Retired, | 3 |
| | Unable to work, or | 4 |
| | Something else? | 91 |
| | What was that?_____ | |

***Opinions About Improving Public Education***

R28. Now I'd like your opinion. People have suggested a number of ways of improving public education. For each of the following, please tell me how much you think it might improve public education. [RESPONSE CATEGORIES: A GREAT DEAL, SOMEWHAT, OR NOT MUCH.]

| | | | GREAT DEAL | SOME-WHAT | NOT MUCH |
|---|---|---|---|---|---|
| *ADISCIP* | a. | Enforcing stricter discipline in school. Would that improve public education a great deal, somewhat, or not much? | 1 | 2 | 3 |
| *ASTANDS* | b. | Not promoting students to the next grade unless they meet strict standards for what children should learn in each grade? | 1 | 2 | 3 |
| *AEVAL* | c. | Evaluating teachers according to high performance standards? | 1 | 2 | 3 |
| *ASCHLYR* | d. | Making the school year longer? | 1 | 2 | 3 |

***Household Characteristics*** *(See Screener)*

CLOSE. Thank you. Those are all the questions I have.

**Listing of NCES Working Papers to Date**

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

| Number | Title | Contact |
|---|---|---|
| 94-01 (July) | Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association | Dan Kasprzyk |
| 94-02 (July) | Generalized Variance Estimate for Schools and Staffing Survey (SASS) | Dan Kasprzyk |
| 94-03 (July) | 1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report | Dan Kasprzyk |
| 94-04 (July) | The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey | Dan Kasprzyk |
| 94-05 (July) | Cost-of-Education Differentials Across the States | William Fowler |
| 94-06 (July) | Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys | Dan Kasprzyk |
| 94-07 (Nov.) | Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association | Carrol Kindel |
| 95-01 (Jan.) | Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association | Dan Kasprzyk |
| 95-02 (Jan.) | QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates | Dan Kasprzyk |
| 95-03 (Jan.) | Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis | Dan Kasprzyk |
| 95-04 (Jan.) | National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues | Jeffrey Owings |
| 95-05 (Jan.) | National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors | Jeffrey Owings |



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**Listing of NCES Working Papers to Date--Continued**

| Number | Title | Contact |
|---|---|---|
| 95-06 (Jan.) | National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data | Jeffrey Owings |
| 95-07 (Jan.) | National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts | Jeffrey Owings |
| 95-08 (Feb.) | CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates | Dan Kasprzyk |
| 95-09 (Feb.) | The Results of the 1993 Teacher List Validation Study (TLVS) | Dan Kasprzyk |
| 95-10 (Feb.) | The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation | Dan Kasprzyk |
| 95-11 (Mar.) | Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work | Sharon Bobbitt & John Ralph |
| 95-12 (Mar.) | Rural Education Data User's Guide | Samuel Peng |
| 95-13 (Mar.) | Assessing Students with Disabilities and Limited English Proficiency | James Houser |
| 95-14 (Mar.) | Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys | Samuel Peng |
| 95-15 (Apr.) | Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey | Sharon Bobbitt |
| 95-16 (Apr.) | Intersurvey Consistency in NCES Private School Surveys | Steven Kaufman |
| 95-17 (May) | Estimates of Expenditures for Private K-12 Schools | Stephen Broughman |
| 95-18 (Nov.) | An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey | Dan Kasprzyk |
| 96-01 (Jan.) | Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study | Dan Kasprzyk |

## Listing of NCES Working Papers to Date--Continued

| Number | Title | Contact |
|---|---|---|
| 96-02 (Feb.) | Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association | Dan Kasprzyk |
| 96-03 (Feb.) | National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues | Jeffrey Owings |
| 96-04 (Feb.) | Census Mapping Project/School District Data Book | Tai Phan |
| 96-05 (Feb.) | Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey | Dan Kasprzyk |
| 96-06 (Mar.) | The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy | Dan Kasprzyk |
| 96-07 (Mar.) | Should SASS Measure Instructional Processes and Teacher Effectiveness? | Dan Kasprzyk |
| 96-08 (Apr.) | How Accurate are Teacher Judgments of Students' Academic Performance? | Jerry West |
| 96-09 (Apr.) | Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS | Dan Kasprzyk |
| 96-10 (Apr.) | 1998-99 Schools and Staffing Survey: Issues Related to Survey Depth | Dan Kasprzyk |
| 96-11 (June) | Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance | Dan Kasprzyk |
| 96-12 (June) | Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey | Dan Kasprzyk |
| 96-13 (June) | Estimation of Response Bias in the NHES:95 Adult Education Survey | Steven Kaufman |
| 96-14 (June) | The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component | Steven Kaufman |

**Listing of NCES Working Papers to Date--Continued**

| Number | Title | Contact |
|---|---|---|
| 96-15 (June) | Nested Structures: District-Level Data in the Schools and Staffing Survey | Dan Kasprzyk |
| 96-16 (June) | Strategies for Collecting Finance Data from Private Schools | Stephen Broughman |
| 96-17 (July) | National Postsecondary Student Aid Study: 1996 Field Test Methodology Report | Andrew G. Malizio |
| 96-18 (Aug.) | Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children | Jerry West |
| 96-19 (Oct.) | Assessment and Analysis of School-Level Expenditures | William Fowler |
| 96-20 (Oct.) | 1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education | Kathryn Chandler |
| 96-21 (Oct.) | 1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline | Kathryn Chandler |
| 96-22 (Oct.) | 1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education | Kathryn Chandler |
| 96-23 (Oct.) | Linking Student Data to SASS: Why, When, How | Dan Kasprzyk |
| 96-24 (Oct.) | National Assessments of Teacher Quality | Dan Kasprzyk |
| 96-25 (Oct.) | Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey | Dan Kasprzyk |
| 96-26 (Nov.) | Improving the Coverage of Private Elementary-Secondary Schools | Steven Kaufman |
| 96-27 (Nov.) | Intersurvey Consistency in NCES Private School Surveys for 1993-94 | Steven Kaufman |

**Listing of NCES Working Papers to Date--Continued**

| Number | Title | Contact |
|---|---|---|
| 96-28 (Nov.) | Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection | Mary Rollefson |
| 96-29 (Nov.) | Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95) | Kathryn Chandler |
| 96-30 (Dec.) | Comparison of Estimates from the 1995 National Household Education Survey (NHES:95) | Kathryn Chandler |
| 97-01 (Feb.) | Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association | Dan Kasprzyk |
| 97-02 (Feb.) | Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93) | Kathryn Chandler |
| 97-03 (Feb.) | 1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education | Kathryn Chandler |
| 97-04 (Feb.) | Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93) | Kathryn Chandler |
| 97-05 (Feb.) | Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93) | Kathryn Chandler |
| 97-06 (Feb.) | Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95) | Kathryn Chandler |
| 97-07 (Mar.) | The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis | Stephen Broughman |
| 97-08 (Mar.) | Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey | Kathryn Chandler |

**Listing of NCES Working Papers to Date--Continued**

| Number | Title | Contact |
|---|---|---|
| 97-09 (Apr.) | Status of Data on Crime and Violence in Schools: Final Report | Lee Hoffman |
| 97-10 (Apr.) | Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year | Dan Kasprzyk |
| 97-11 (Apr.) | International Comparisons of Inservice Professional Development | Dan Kasprzyk |
| 97-12 (Apr.) | Measuring School Reform: Recommendations for Future SASS Data Collection | Mary Rollefson |
| 97-13 (Apr.) | Improving Data Quality in NCES: Database-to-Report Process | Susan Ahmed |
| 97-14 (Apr.) | Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis | Steven Kaufman |
| 97-15 (May) | Customer Service Survey: Common Core of Data Coordinators | Lee Hoffman |
| 97-16 (May) | International Education Expenditure Comparability Study: Final Report, Volume I | Shelley Burns |
| 97-17 (May) | International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability | Shelley Burns |
| 97-18 (June) | Improving the Mail Return Rates of SASS Surveys: A Review of the Literature | Steven Kaufman |
| 97-19 (June) | National Household Education Survey of 1995: Adult Education Course Coding Manual | Peter Stowe |
| 97-20 (June) | National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide | Peter Stowe |
| 97-21 (June) | Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand | Susan Ahmed |
| 97-22 (July) | Collection of Private School Finance Data: Development of a Questionnaire | Stephen Broughman |

**Listing of NCES Working Papers to Date--Continued**

| Number | Title | Contact |
|---|---|---|
| 97-23 (July) | Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form | Dan Kasprzyk |
| 97-24 (Aug.) | Formulating a Design for the ECLS: A Review of Longitudinal Studies | Jerry West |
| 97-25 (Aug.) | 1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement | Kathryn Chandler |



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